


Ako Aotearoa Annual Report

1 January to 31 December 2021



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

Published by

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



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Mihi

**Kia hiwa rā! Kia hiwa rā!
Kia hiwa rā ki tēnei tuku!
Kia hiwa rā ki tērā tuku!
Kia tū, kia oho, kia mataara!**

**Tangihia rā ngā tini mate
Ngā mate o te tau kua hipa
Kua whetūrangitia nei rātou mā
He tau taumaha, he tau roa**

**Heoi anō, tātou mā
Ahakoa ngā piki me ngā heke
He maha ngā hua pai i puta ake
I te tau kua pahure nei
Me anga whakamua tonu tātou
Kia mau, kia ū, kia manawanui!**

Let us be alert!
Let us be alert to threats from nearby!
Let us be alert to threats from afar!
Let us stand tall, be wide awake, and vigilant!

Let us mourn our many loved ones
Who passed away in the past year
And whose spirits have risen to the heavens
It has been a long and gruelling year

However, to one and all
Despite our trials and tribulations
We have achieved so much
In the year that has passed
And we must continue to forge on
So be firm, be staunch, and be stout hearted!

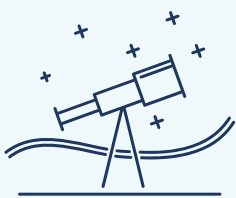
Ō Mātou Uara

Our Values



Pūmautanga

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



Māramatanga

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



Whakamanatanga

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



Awhitanga

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



Whanaungatanga

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

Contents

Mihi	1
Section 1	
Reports	4
Chair’s report	5
Director’s Report	8
Te Rūnanga Māori	10
Pacific Peoples’ Caucus	12
Ako Aotearoa Academy of Tertiary Teaching Excellence	14
Section 2	
Highlights and key activities for 2021	18
Section 3	
Professional learning and development	32
Section 4	
He hāpai akoranga Māori kia angitū ai te ākongā Supporting Māori teaching and learning success	36
Section 5	
Supporting Pacific educator and learner success	42
Section 6	
Supporting literacy, numeracy and cultural capability – for adult learners, educators and organisations	50
Section 7	
Financials	56
Confirmation of audit	59
Appendix A	61

Section 1

Reports





Chair's Report

“Obstacles don't have to stop you. If you run into a wall, don't turn around and give up. Figure out how to climb it, go through it, or work around it.”

This quote from the great Michael Jordan very much sums up the year of challenge (following on from the previous year of challenge), that our country, our communities, our whānau and our sector have had to face ...and to a large extent overcome.

The team at Ako Aotearoa too has faced the challenges, figured out new solutions and successfully continued to provide high quality services and support to learners and teachers in the tertiary teaching sector of Aotearoa. 2021 was a year where many of the ideas developed in response to the 2020 lockdown matured into very effective and efficient methods for ensuring that our services and support for teachers and learners remained relevant, high quality and readily accessible. Our team led by Helen Lomax, our Director/Tumuaki, has exceeded our expectations in their commitment, hard work and determination to ensure continued services, expertise and support for the tertiary education and training sector.

We also have an important role to play in providing advice and recommendations to central government and education sector initiatives and proposals. We have been busy in this area throughout 2021, and our efforts are being recognised and valued as the significant changes to the sector continue. This includes our in-depth submissions relating to the Review of Vocational Education. It also includes proactively providing support, key resources and advice to both the process of establishing the new models of training and providing nationally consistent services and resources to tertiary teachers operating in the new models.

We have welcomed opportunities to build relationships with Te Pūkenga, the Workforce Development Councils and Centres of Vocational Excellence as the work of this very significant initiative takes shape across Aotearoa. We look forward to contributing and adding value to the sector in 2022.

Any organisation that values its contribution to our communities must also take time to assess and review the extent and efficacy of its contribution. To this end Ako Aotearoa utilised the independent skills of Research NZ to help us gain insights and understanding from learner representatives, teachers, managers, leaders and support staff of their views on the challenges and priorities they believe the sector faces. The feedback received was also very encouraging of our own work and it will help us fine tune our future activities too.

A highlight of every year for our team is the Tertiary Teaching Awards ceremony. The tikanga and high quality online delivery made this an accessible and exciting event. The Minister clearly articulated both the importance of the Awards ceremony, the Minister's commitment to the Tertiary Teaching Sector and his recognition of the valuable role that Ako Aotearoa plays in promoting high quality teaching and training.

On behalf of the Board of Ako Aotearoa I thank Helen and her team for their continuing hard work and dedication to the tertiary sector and adult life-long learning. Their efforts over the past year are clearly recognisable in this Annual Report, of which we as a Board and Management team are very proud.

We have also continued to build our strong mutually supportive relationship with Massey University, our Host organisation, and in particular with the Assistant Vice-Chancellor who has shown unwavering support for our work and our team.

I would like to thank my colleagues on the Board of Ako Aotearoa, Te Rūnanga Māori and the Pacific Peoples' Caucus for their expertise, encouragement and advice, in support of our organisation. It has been a pleasure to work with you. To all our colleagues, contributors and stakeholders in the tertiary sector, thank you for your on-going support, contribution and feedback.

The year ahead for Ako Aotearoa will be one of exciting potential and opportunity. We are determined to do whatever we can through these relationships to make a positive difference for learners.



Nōreira, tēnā koutou katoa
Dr Graeme Benny
Chair Ako Aotearoa

Ako Aotearoa Board Members 2021

Dr Graeme Benny – Chair

Dr Alison Kuiper – Deputy Chair
Tertiary sector

Dr Jennie Harré Hindmarsh (to September 2021)
Community/tertiary sector

Greg Durkin (to September 2021)
Tertiary sector

Dr Amanda Torr
Community

Dr Rāwiri Taonui (to February 2021)
Te Rūnanga Māori Chair

Dr Lee Cooper (from May 2021)
Te Rūnanga Māori Chair

Analiese Robertson
Pacific Peoples' Caucus Chair

Dr Margaret Taurere (to Feb 2021)
Wānanga/Māori education sector

Damian Lodge
Massey University Vice Chancellor's representative

Dr Caroline Seelig (from November 2021)
Tertiary sector

Ali Leota (from November 2021)
Community

Professor Lisa Emerson (from November 2021)
Tertiary sector

Cadence Kaumoana (from November 2021)
Tertiary sector



Director's Report

Tēnā koutou katoa and warm Pacific greetings to you all.

It is satisfying to review our mahi in 2021. Some key highlights for me include the launch of the [Dyslexia-Friendly Quality Mark](#) and sharing the insights on [Phenomenal Educators for Pacific Learners](#). The annual Tertiary Teaching Excellence Awards were again celebrated in virtual style. [Dr Latika Samalia](#) was awarded the prestigious Prime Minister's Supreme Award as well as a Pacific Endorsement Award. More than 50 invited guests attended the webinar, over 300 watched the live event streamed on the Ako Aotearoa YouTube channel, with more than 1,000+ views of the recorded event.

The Covid-19 lockdown in 2021 created challenges with staff moving again quickly to working from home although the impact on services was low as most activities were transferred online in 2020. Staff were encouraged to prioritise their wellbeing over work priorities. Our host Massey University initiated its Covid operating plan in rapid response to the Government's Covid Protection Framework (Traffic Light) system, and staff were well supported. We continue to share an excellent and productive partnership with Massey University.

For the Ako Aotearoa co-funded projects a huge number – 14 – were completed alongside 28 project partners.

[Tū Te Ngana Hau](#) (The Breath of Endeavour) was a project seeking to provide training and employment pathways within the tribal setting of Te Ati Haunui-ā-Pāpārangī iwi along the Whanganui River. The vision for this research was to align to, and complement "...the wider Whanganui iwi vision and goals with meaningful education and training pathways for tribal members". Tribal kaumātua from the remote marae villages were given a platform to share their aspirations within the research. A video outlining the learners success stories can be viewed [here](#).

We were also delighted that the 2019 completed project Te Whaihanga, with the Auckland Council, Te Hana Te Ao Marama and Ako Aotearoa, was honoured with the "Planning for equitable and inclusive cities and human settlements" Award by the Commonwealth Association of Planners—Awards for Outstanding Planning Achievement in the Commonwealth. Te Whaihanga, jointly funded by our National Project Fund and the University of Auckland, was a two-year project designed to help built environment professionals and students learn why and how to engage effectively with Māori.

We were awarded \$30,000 by the Ministry of Education to undertake Le Niu Project for Pacific Education and Wellbeing. We co-designed the approach with the Pacific Community, co-hosting two Fono in Kaitiāia and Whangārei respectively. The outputs were shared with the community, and this work was completed in August and submitted to

the Ministry, receiving this feedback: “Thank you so much for sending your report through and particularly the video. It really speaks to the kaupapa of supporting our Pacific whānau here in Tai Tokerau.” We hope to do more Le Niu fono in future.

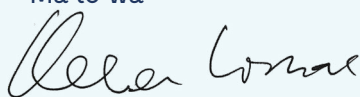
On 15th June, we were extremely honoured to be announced the winner of the “Digital Spaces” category of the 2021 People’s Choice [Accessible Business Awards Ceremony](#). Run by the Access Alliance in association with the Cookie Time Charitable Trust, the awards recognise businesses and organisations that go the extra mile to enable everyone to fully participate in society. Our inclusion and recognition reflects the extensive work we have been doing to support accessibility in teaching and learning. The following are just a few of the many ways we do this: cultural inclusion and capability building through PLD courses, Tapatoru and Cultural Capability Pathways, facilitation of an online Neurodiversity Community of Practice, free webinars, free resources and research on digital literacy, promoting Learner Agency with teachers and organisations, offering cost-effective PLD courses that support the needs of dyslexic learners, the Dyslexia-Friendly Quality Mark, and promoting inclusive pedagogy through conference presentations.

The Ako Aotearoa [Dyslexia-Friendly Quality Mark™](#), a New Zealand first, received strong interest upon its launch on 8 September showcasing the three organisations that had successfully completed pilots, and subsequently [featured on RNZ](#). Thank you to Capital Training Ltd, Kāpiti Youth Support and UCOL Horowhenua for paving the way for a wonderful new service now available to the sector.

Ako Aotearoa funded projects featured in the 2021 [NZVETRF](#) virtual conference 8-9 September. This was the final time the event will run, with change happening in tandem with sector reforms. Since its inception we were pleased to have co-hosted this alongside the Industry Training Federation for many years, and with Skills Consulting for the last two years, and I acknowledge this longstanding partnership. The Ako Aotearoa team were also pleased to present a service update at the annual ITENZ conference in September, which due to Covid was successfully moved to online delivery. Ako Aotearoa sponsored the ITENZ Supreme Award which was awarded to Steve Hallett – Chair of the Electrical Training Company (ETCO). Congratulations to Steve for his award, and to the ITENZ team for offering such a lively forum for sharing good practice for the ITE sector.

I hope you enjoy reading more about our wide range of activities in the following pages.

Mā te wā



Nā Helen Lomax
Tumuaki | Director
Ako Aotearoa



Te Rūnanga Māori Chair –
Lee Cooper

Te Rūnanga Māori

2021 has been a time of change for Te Rūnanga Māori as no doubt it has been for the world. Covid-19 has seen us switch quite seamlessly from face-to-face meetings to zoom meetings. Fortunately, having BoardPro has made things a lot easier in terms of our ability to store and access information.

Dr Rāwiri Taonui retired as Chair and before doing so, submitted a paper regarding a Te Tiriti o Waitangi approach for Ako Aotearoa. The Rūnanga provided feedback and forwarded it on to the Board for its consideration. Kelly Pender of Toi Oho Mai also retired from the Rūnanga as did Board member, Dr Margaret Taurere. The Rūnanga nominated two members, a male – Lee Cooper, and a female – Ivy Harper as replacement Co-Chairs. Newly appointed Te Mana Ākonga representative, Khyla Paulsen-More came aboard and by year's end her replacement, Kyla Campbell-Kamariera was welcomed into the fold.

In reconsidering its terms of reference, especially around membership which had dwindled by year's end, the Rūnanga looked towards bringing on representatives in 2022 from other key stakeholder groups in the tertiary sector who were not necessarily represented at that point.

Overall, Te Rūnanga Māori has been very supportive of initiatives of a kaupapa Māori nature. This included the Te Pātaka Mātauranga; the revision of our Values; the completed research projects overseen by Dr Mei Winitana; and the very successful, virtual Tertiary Teaching Excellence Awards; Tuia Te Tiriti webinar series; introductory Tiriti o Waitangi course that attracted over 600 participants whose feedback was overwhelmingly positive; as well as the extended suite of Tiriti courses for offer in 2022.

Te Rūnanga Māori members 2021

Dr Rāwiri Taonui – Chair (to February 2021)
(Nominated by Te Kāhui Amokura)

Lee Cooper – Deputy Chair (from February 2021)
Tertiary sector/Chair of Te Tira Whakahaere and Te Toi Taura Mō Te Matariki

Dame Dr. Iritana Tawhiwhirangi
(Pre-tertiary Māori sector education representative - nominated by Te Kōhanga Reo National Trust)

Ivy Harper
Tertiary Sector

Nkhaya Paulsen-More
Te Mana Ākonga Representative

Kyla Campbell-Kamariera (From November 2021)
Te Mana Ākonga Representative

Dr Karyn Paringatai
University of Otago – nominated by the Ako Aotearoa Academy of Tertiary Teaching Excellence

Kelly Pender (to November 2021)
Toi Ohomai – nominated by the Ako Aotearoa Academy of Tertiary Teaching Excellence

Teina Mataira
Universal College of Learning – nominated by Te Tira Manukura o Ngā Kuratini

Lee Cooper
Chair

Ivy Harper
Deputy Chair



Pacific Peoples' Caucus Chair,
Analiese Robertson, ACE
Aotearoa

Pacific Peoples' Caucus

The Caucus celebrates its thirteenth year since establishment as an independent membership, located in Ako Aotearoa's governance structure, made up of representatives from the tertiary sector. We welcomed new members, Tofilau Nina Kirifi-Alai (joined in January), Chair of the Association of Pacific Staff in Tertiary Education, and Mini-Kalo Voi (joined in August) from Taura Pasifika, the national voice of Pasifika students. It is this authority that has enabled ongoing accountability measures to test whether Ako Aotearoa services are hitting the mark for Pacific tertiary teachers, staff and learners.

The Pacific Peoples' Caucus were pleased to sign off on a first internal Pacific Strategy, aimed at increasing visibility of Pacific business in the Ako Aotearoa Strategic and Business Plans. It was important for the Pacific Strategy to be aspirational, founded on Pacific values and directly linked to achievement of Pacific learner success.

We celebrated

- the success of 25 Solomon Group educators who achieved the Tapatoru Award, demonstrating their capability in working with foundation level learners
- increased uptake to the Pacific Professional Development Scholarships supporting pathways to leadership and building leadership capability for greater Pacific learner success: Chantal Bakersmith, (Unitec Institute of Technology), Ronal Reddy, (Crown Institute of Studies) and Taniela Lolohea, (Auckland University of Technology)
- contribution to the review of the Certificate in Pacific Teaching qualification
- formalising relationship with Te Pūkenga Pacific
- the Le Niu project in Te Taitokerau, funded by the Ministry of Education
- and continued development of the Pacific endorsement category of the Tertiary Teaching Excellence Awards

Pacific Peoples Caucus Members 2021

Analiese Robertson – Chair

Adult and Community Education (ACE) Aotearoa

Ali Leota

NZ Union of Students' Association

Esmay Lemalu-Eteuati

University of Otago

Minnie Kalo-Voi

Taura Pasifika (National Pacific Tertiary Students' Association)

Tofilau Nina Kirifi-Alai

Association of Pasifika Staff in Tertiary Education (APSTE)

Vai Punivai – Deputy Chair

BCITO, Te Pūkenga

Tiu te matangi, te araranga nei / The rustling of the wind
Te mareureu te ava i tai e / The setting of the sun reflected upon
the passage
Maunga kua tarai ia ki te ata o te pō / A hill standing as if carved
during the night

These words are excerpts from a pe'e (Cook Islands chant), about a Chief, Uritaua, from the village of Ruatonga. It resonates with the wind in Te Whanganui-a-Tara, the settling of the sun on work done, and manifestation of the hill, symbolised honour of service to the people.

Analiese Robertson
Chair

Vai Punivai
Deputy Chair

Ako Aotearoa Academy of Tertiary Teaching Excellence

The effect of Covid-19 has continued to have a negative impact on our Academy members; whether its conducting research, delivering quality teaching and learning online, or providing the much-needed additional support for the wellbeing of our learners and colleagues. However, the teachers in the sector are resilient and despite ongoing disruptions, continue to show incredible strength to deliver quality teaching using innovative teaching and delivery methods.

The Academy was well represented at the National Tertiary Teaching Excellence Awards held in October. The 2014 Prime Minister's Supreme Awardee, Dr Karyn Paringatai, once again expertly provided MC duties. Academy Executive President, Professor Marc Wilson (Victoria University of Wellington), delivered a warm, heartfelt welcome to the new cohort of nine. The virtual delivery did not dampen the feeling of camaraderie and excitement from each of them in receiving their award. Having family and whānau, colleagues and guests involved really added to the celebration. Following the ceremony, the Executive reignited its buddy system for all new awardees and contacted the 2020 and 2021 awardees to welcome them to the Academy and to send them their Academy member pins. This was well received by the new awardees.

As in 2020, Covid-19 continued to also affect the Academy Executive Committee's ability to meet in-person. One meeting occurred in-person in Wellington at the beginning of 2021, however, since then the Executive committee has met over Zoom. Over the last three months, the Executive has already met three times online to plan its activities for 2022 and to discuss other long-term initiatives.

Unfortunately, the challenges of COVID have prevented the holding of the annual Talking Teaching symposium, which had proven particularly popular the last time it was held at Unitec in Auckland in November 2019 with over 300 registrants. Despite ongoing pandemic disruptions to the tertiary sector, the Academy Executive is seeking to undertake two events in 2022, with the intention of re-building its Talking Teaching profile in the tertiary sector, welcoming new awardees in the Academy, and providing an opportunity to involve them in the Academy's activities, and also developing online resources for the tertiary sector through the Academy's Talking Teaching website. Planning is underway for a mid-year "panel" discussion, with pre-recorded and live content. The Academy Executive is also investigating how it might host a Talking Teaching Lite Edition (TT Lite) – likely using a hub and spoke model to enable online and live local attendance.

Academy Executive Members 2021

Professor Marc Wilson – President
Victoria University of Wellington

Dr Marie McEntee – Vice President
The University of Auckland

Professor Rainer Hofmann
Lincoln University

James Oldfield
Unitec

Dr Brad Hurren
University of Otago

James Paterson
Toi Ohomai

Ko Tō Mātou Whāinga Our Goal

Nā āheitanga ā-mātauranga,

Ko angitū ā-ākonga

Building educational capability

For learner success

We hold a vital place in Aotearoa
New Zealand's tertiary education
landscape as an agent of change
for quality teaching and learner success.

We are committed to enhancing the
quality of teaching and learning
across tertiary-level education.
Our work aims to strengthen
how educators and their organisations
deliver high quality provision for all learners.





Section 2

Highlights and key activities for 2021

DYSLEXIA-FRIENDLY QUALITY MARK

Launched 6 - 10 September, 2021

3,601

WEBPAGE
VIEWS 

↓208

RESOURCE
DOWNLOADS



130 LAUNCH
attendees

RADIO  **1** NATIONAL
NEW ZEALAND INTERVIEW



3 organisations
awarded the
DFQM

TERTIARY TEACHING EXCELLENCE AWARDS 2021



9 AWARD
winners



1
Prime Minister's
SUPREME
AWARDEE

2 PACIFIC
endorsements for
EXCELLENCE
IN SUPPORTING
PACIFIC LEARNERS 

>1,100 number of views on
YouTube 

since it streamed live on September 21, 2021



RoVE 
3 CONTRIBUTING
SUBMISSIONS

TE PĀTAKA MĀTAURANGA MĀORI



curated & ready for launch

MAY 2022

14 RESEARCH
PROJECTS

completed
this year alongside **28**

COLLABORATING
organisations



Our strategic contributions

In an extremely busy year for all those involved in the continuing work under the Review of Vocational Education, Ako Aotearoa staff have contributed very comprehensive feedback through submissions, requests for feedback, webinar and face-to-face presentations. The submissions are available on our website:

- May – Te Oranga me te Haumarua Ākonga | Draft Education (Pastoral Care of Domestic Tertiary and International Learners) Code of Practice 2021
- July – Feedback on the proposed Te Pūkenga Service Concepts
- November – Feedback on the proposed Te Pūkenga Operating Model

We have also established positive relationships with Te Pūkenga Deputy CEs, Centres for Vocational Excellence and will meet with the CEs of the Workforce Development Councils in early 2022.

Tertiary Teaching Excellence Awards 2021



The nine awardees across General and Kaupapa Māori categories:

Upper, left to right: Associate Professor Diane Rūwhiu, University of Otago; Professor Tim Cooper, University of Otago; and Dr Brendon Dunphy, The University of Auckland.

Middle, left to right: Hannah Joynt, Otago Polytechnic; Dr Richard Lobb, University of Canterbury; and Dr Latika Samalia, University of Otago.

Lower, left to right: Dr Nick Munn, University of Waikato; Professor Hazel Tucker, University of Otago; and Dr Te Oti Rākena, The University of Auckland.



9

Ngā Tohu Whakaako
Whakahirahira
**AWARD
WINNERS**

2
0
2
1



1 PRIME MINISTER'S
SUPREME
AWARDEE 

2 PACIFIC
endorsements 



56

INVITEES
at the online event

Viewed more than

1,100

times since it streamed on



YouTube

100



**STREAMING
VIEWERS**

EXCITING CHANGES
set to be announced
FEB 2022

More than 50 people joined the national Tertiary Teaching Excellence Awards, held online again this year, on 21 September. Another 100 people viewed the event streaming through our YouTube channel, and there have been more than 1,100 views since.

The tikanga, led by Dr Joseph Te Rito, Dr Mei Winitana, and Alexia Tuhi, along with MC Dr Karyn Paringatai, was outstanding and a strong sense of whanaungatanga permeated throughout the entire 1.5 hour event.

Dr Latika Samali (University of Otago) received the top accolade – the Prime Minister’s Supreme Award. She is only the second Pacific tertiary teacher to do so in the history of the Awards.

Latika and Dr Te Oti Rākena (The University of Auckland) also received endorsements for “Excellence in Success for Pacific Learners”.

Awards review for 2022

Launching a more diverse and inclusive Tertiary Teaching Awards for Aotearoa

In early November, we publicly announced that there will be significant changes to the Awards from 2022. The changes have resulted from a major review led by Ako Aotearoa, working in collaboration with sector representatives since November 2020, to create a more diverse and inclusive celebration of tertiary teaching and training success.

Changes to the Awards will be introduced incrementally over the next two years, including new award categories; a stronger focus on building sector capability; and a more straightforward, level-playing-field approach to the nominations process.

Minister of Education, Hon Chris Hipkins, endorsed the initiative on 12 November and will lead the launch of the new awards in February 2022.

Sector conferences

Independent Tertiary Education New Zealand

The organising committee, led by Wayne Dyer, did an amazing job of reshaping the ITENZ annual conference to an online-only format at short notice, after the mid-year resurgence of Covid-19. More than 180 attendees and presenters appreciated coming together in a very user-friendly virtual environment. Ako Aotearoa was proud to sponsor the event and contributed to the programme with a panel discussion on how Ako Aotearoa is supporting the PTE sector in the current changing environment and a presentation on the Dyslexia-Friendly Quality Mark.

New Zealand Vocational Education and Training Research Forum

Co-hosted for the second year by The Skills Consulting Group and Ako Aotearoa, the NZVETRF provided a great platform for 265 attendees and presenters from 14 countries to share evidenced ideas, strategies, training approaches and wider policy insights across the programme held on the afternoons of the 8th and 9th of September. Tumuaki Helen Lomax shared the opening address slot with SCG CEO Gary Fissenden, while other Ako Aotearoa staff and project teams presented on the Dyslexia-Friendly Quality Mark, Phenomenal educators for Pasifika learners, the “forgotten learners” with intellectual disabilities, and an exemplar of the Tuakana-teina methodology for Māori building apprentices by Tāwharau Homes.

Attendee feedback:

“Extremely professional, relevant speakers, easy to use system that allows you to sway in different directions. Timely and topical discussions about the sector.”

(New Zealand attendee)

“The talks were excellent and an eye opener. Issues and challenges were discussed tangibly and can find reasonable solutions...”

(International attendee)

Dyslexia-Friendly Quality Mark (DFQM) champions learners with dyslexia in tertiary education



In early September, we launched the Dyslexia-Friendly Quality Mark – Te Tohu Kounga Whakarata Tipaopaotanga – with the Tertiary Education Commission. The initiative is a first of its kind in the Southern Hemisphere and its development has been led by independent specialist, Mike Styles, and Ako Aotearoa's Programme Manager, Annette van Lamoen.

The Quality Mark represents an accreditation process for organisations and is designed to recognise those taking a strategic approach to creating an inclusive environment for learners, trainees, or clients with dyslexia. Their practices are measured against a set of DFQM standards in four key areas:

- leadership and management
- the quality of teaching and learning
- the teaching and learning environment provided for learners
- the quality of the organisation's relationships with internal and external stakeholders.

In addition to presentations at ITENZ and NZVETRF, the DFQM launch week included a formal online celebration attended by 166 people, with guest speaker Sara Williams of TEC's Ōritetanga team. Programme Manager, Annette van Lamoen, also shared the DFQM with a nationwide audience the following week in Radio NZ's Nine to Noon interview.

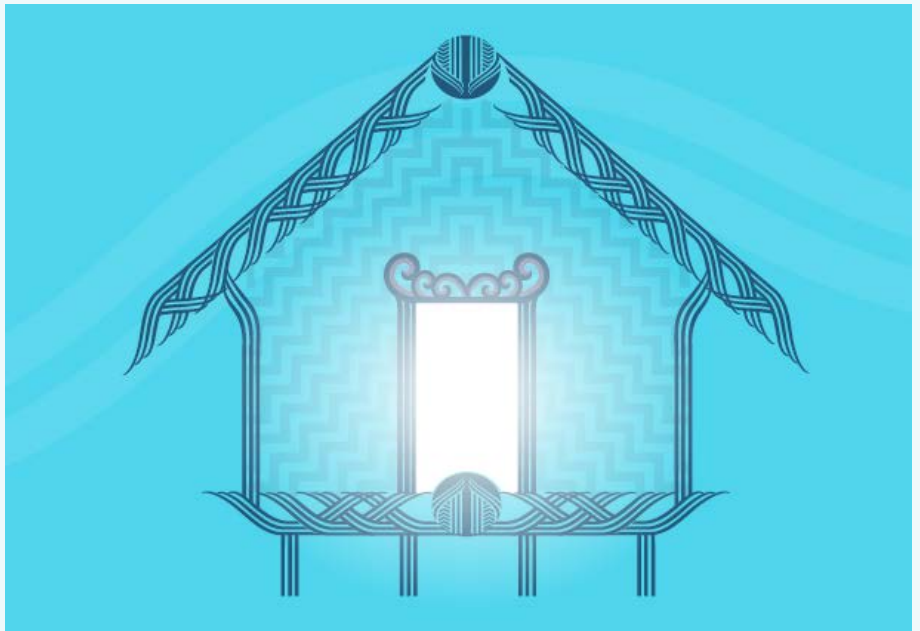
Sector response has been overwhelmingly positive. The three trial organisations – Kāpiti Youth Support, Capital Training and UCOL Horowhenua – were awarded their Marks in December. A further nine organisations entered the October intake and are expected to complete in 2022.

Read more about the DFQM on page 52.

Te Pātaka Mātauranga Māori – our new storehouse of Māori knowledge

Aligned with Ako Aotearoa’s drive to become Te Tiriti-led, we have developed a dedicated space on our website for Māori and non-Māori to be welcomed. The space has been designed as a Te Pātaka Mātauranga Māori (storehouse of Māori knowledge) as a starting point for visitors to explore the four specialised kete. Hanging from the rafters of the storehouse, these kete connect people to a wide range of resources, information and events to support capability building.

The work has been led by our Deputy Director Māori, Dr Joseph Te Rito, Kaiwhakahaere Māori, Dr Mei Winitana, and Director, Helen Lomax. We gratefully acknowledge the design expertise of Māori designer Len Hetet and thank Foundry Creative and Haunt Digital for their support on the design and build. Te Pātaka will be live on our site from early 2022.



(Illustration by Len Hetet, 2021)

Sector engagement survey – feedback overview

In the second half of the year, we worked with Research NZ to gain insights and understanding around the current challenges faced by our diverse sector, as well as their future priorities and the level of importance they placed on building educational and cultural capability.

Most respondents told us that building teaching and educational capability is a high priority (teachers and managers alike), but many also identified that the ability of the sector to do this might be compromised by the changes currently underway in the sector.

Unsurprisingly, Covid-19 was cited as one of the current challenges, but the level of government funding was selected as the area to impact most significantly. This includes the effect funding has on redundancies, workload and staffing, and in turn, on investment in PLD and training that impacts teaching quality and professional standards.

5 KEY FINDINGS



A strong future demand for education and teaching capability building services.

Learner engagement and retention were top of the list of five specific areas of educational capability building most likely to be in demand.

Internal and external delivery were the two most frequently used methods and preferences going forward for professional learning and development.

Ako Aotearoa is well-respected and positioned to deliver these services to the sector in the future.

There are opportunities for Ako Aotearoa to spread the knowledge of our services more widely and strengthen the attributes of our offerings to the sector.


The [Research Factsheet](#) is available via our publications section of the Ako Aotearoa website.

Projects completed in 2021

14 RESEARCH PROJECTS
completed
this year
alongside **28**
COLLABORATING
organisations



TOTAL
INVESTMENT 
\$2.82 m

40 
**OUTPUTS &
RESOURCES**
generated

Women in Trades

Led by Mark Williams, BCITO

Co-funding: Ako Aotearoa \$150,000 | BCITO \$385,000

A three-year project, jointly commissioned by the Ministry for Women and Ako Aotearoa, to increase the participation and success of women in construction and engineering-related trades where they are traditionally under-represented. The project was a collaboration of five Industry Training Organisations, Manukau Institute of Technology, industry and educational organisations and secondary schools.

The comprehensive range of resources developed from this project include:

Reports:

- [Part 1](#) – Research programme overview
- [Part 2](#) – How women have succeeded in trades where they are traditionally under-represented
- [Part 3](#) – How employers have influenced the participation and success of women in trades where they have traditionally been under-represented
- [Part 4](#) – Personas of women and employers in trade
- [Part 5](#) – Data and insights – a qualitative analysis of women in trades and the trade sector workforce
- [Resource Handbook 1](#) – Decision makers strategy and initiatives
- [Resource Handbook 2](#) – Employers information and resource kete
- [Resource Handbook 3](#) – Providers information and resource kete
- [Resource Handbook 4](#) – Women's information and resource kete

Plus, three complementary resources developed by Ministry for Women in 2021:

- [Booklet 1](#) – Growing your trades workforce – attracting women to your jobs
- [Booklet 2](#) – Need an apprentice?
- [Booklet 3](#) – Trades industries – beyond construction

Learner Capability Framework: A validation study

Professor Leonie Schmidt and Andrew Kilsby, Otago Polytechnic
Co-funding: Ako Aotearoa \$170,000 | Otago Polytechnic \$300,000

The project team wanted to address the question: How can New Zealand teaching institutions equip learners to be more employment-ready for the fast-changing world of future work?

Completed in December, the project created a system to enable learners in any discipline and at all levels to show evidence of their transferable capabilities, in addition to their academic transcript. The team worked in close connection with the world of employment, via Business NZ's industry network survey and through interviews, focus groups, and teaching and workplace observations.

Resources developed from this project include: [Project Documentation report](#) and [project report summary](#).

Supporting young learners through stakeholder collaboration: Designing intervention strategies for youth employability and learning success

Led by Tracey Shepherd, REAP Wairarapa
Co-funding: Ako Aotearoa \$40,000 | REAP Wairarapa \$40,550



This collaborative project sought to determine effective interventions that foster employability skills and support young learners to pathway into future education, training and/or employment. An evaluation was undertaken of key influencers on learners being work-ready, including programmes such as Licence to Work (L2W). A key focus was to consider how employers can be supported in providing youth-friendly workplaces.

Resources developed from this project include: the [Project report](#) and the guide “[Creating a youth-friendly workplace - A guide for employers](#)”.

Impact update - A training programme for New Zealand Sign Language tutors that teaches about Deaf identity, culture and language



In 2019, Ako Aotearoa co-funded a regional project with Merge NZ to respond to research here and internationally about barriers for Deaf tertiary students. Findings indicated that access to accommodation, attitudinal barriers, level of social integration, and ease of communication (including NZSL) were influential to their learning and participation experiences.

With a serious shortage of NZSL tutors (just 60 active tutors in Aotearoa) at that time and a lack of any formal professional training system, Merge NZ’s inspired project focused on the development of a training programme to help NZSL tutors deliver high quality NZSL teaching to adults. The project was supported by New Zealand Sign Language Teachers Association (NZSLTA).

The Deaf Cultural Awareness and NZSL Teaching Training Programme resulted; exploring Deaf identity, culture and language with the goal of overcoming some of the common barriers identified above. Sixty-seven tutors from the far North to Invercargill undertook the new programme in 2019. This involved four six-hour workshops (delivered across four locations (2 in Auckland, 1 each in New Plymouth and Christchurch), plus three online training sessions. The group included 30 new tutors. Seventy per cent of attendees were Pākehā and Māori Deaf tutors made up approximately one third.

The project completed in September 2020 and the Summary Report *A training programme for New Zealand Sign Language tutors that teaches about Deaf identity, culture and language* is available on the Ako Aotearoa website.

Victoria Lessing (CEO and NZSL Specialist at Merge NZ Ltd) reported recently in her Impact Evaluation Review discussion with Ako Aotearoa, that 15 out of the 30 new tutors who went through the programme are

now NZSLTA members. Some have also registered through the Registry Advisory Panel (RAP), which means they have achieved over 200 teaching hours.

We are excited to see the level of impact Ako Aotearoa's co-funding can have on projects of all sizes, in this case making a substantial difference to the NZSL teaching/Deaf community.

One successful Christchurch trainee (achieving 180 teaching hours in the community) has inspired two more local individuals to successfully complete their training. This now means there is a team of Merge NZSL tutors in Christchurch, where previously there were none.

A tutor from Tauranga is now a full-time NZSL Facilitator working for 37 hours a week visiting Deaf children under five years of age through Deaf Aotearoa First Sign programme.

An Auckland tutor became a NZSL lecturer assistant at Auckland University of Technology, teaching NZSL to a team of NZSL interpreters.

Furthermore, three tutors have been accepted to enrol in the Certificate in Deaf Studies and NZSL Teaching at Victoria University of Wellington, where Deaf teachers are creating barrier-free access to learning for these tutors.

Victoria believes that while there is a small team of new NZSL tutors now, she knows there is big potential to grow.

Merge NZ also successfully developed Level 2 Teaching Curriculum and teaching resources later in 2020. A new online platform also provides professional advice and support to all NZSL tutors with a wide range of educational and training materials in NZSL/English. Go to <https://ako.ac.nz/knowledge-centre/a-training-programme-for-deaf-tutors/> for more information about this project. Also visit www.teachsign.org.nz.

Our research and innovation agenda

Mid-year, we commissioned researcher Anne Alkema to assist us in developing the Ako Aotearoa Research and Innovation Agenda (AARIA), with a clear focus to “advance equity and address inequity, especially for Māori, Pacific, and disabled learners”.¹ Working with all three levels – system, organisational and ākonga/learner – our new agenda will have the following three aims:

- To support the tertiary education system and contribute to better tertiary teaching and subsequently better learning outcomes for ākonga/learners.
- To share research and innovation findings in ways that support teaching and learning, education and training, as well as supporting the interests of any collaborating organisations or entities.
- To provide opportunities for collaborative work and networking.

Working from system needs, we have determined research and innovation priorities, each of which is underpinned by cultural capability and informed by Mātauranga Māori and Pacific knowledge. These build from the body of research we have already undertaken, particularly in relation to Māori, Pacific and other underserved groups, and also from what learners have said in Te Pūkenga’s Te Rito reports. The research and innovation approaches will be learner-centred.

Qualifications Review

Ako Aotearoa completed the NZQA-scheduled review of fourteen adult education and training qualifications. This included qualifications from level 4 to level 6 covering Adult and Tertiary Teaching, Assessment Practice, Learning Design, Pasifika Teaching, Language Teaching, Adult Literacy and Numeracy Education, and Education Technology.

NZQA approved the qualifications in May 2021. As a result of the review, seven qualifications have minor changes, four have significant changes and three are removed.

Representative groups from across the sector contributed to the consultation process. Particular attention was given to consulting with Māori and Pacific Peoples to ensure those components of the review were well-discussed and fairly represented.

The review has given Ako Aotearoa the opportunity to check with stakeholders to ensure the qualifications are relevant, fit-for-purpose and continue to meet the needs of the learners, industry and stakeholders. These qualifications are an important way to help ensure that our learners gain a quality experience that meets their needs. These qualifications are now ready for future years to best serve learners. More work is needed to raise the profile and uptake of qualifications for Pacific educators.

¹ Te Pūkenga. (2021). Te whaitake o te Tauria Whakahaere ki ngā Kaimahi TITO katoa |What the Operating Model means for all TITO staff. Accessed October 26, 2021 at <https://tepukenka.ac.nz/assets/OM/What-the-Operating-Model-means-for-TITO-staff.pdf>

Sector engagement outcomes for 2021

>708 
COMMUNITY of
PRACTICE members

1,853 PLD
PARTICIPANTS
in 2021 

490 DIGITAL
BADGES
awarded 

Ako Aotearoa website



 Top unique page visits	 Top three unique downloads from Knowledge Centre
17,985 Adult Literacy, Numeracy and Cultural Capability (ALNACC) landing page	606 Goalposts: A professional development resource for new tertiary teachers in their first year
16,264 Home page	527 Learning progressions for adult literacy
10,037 Professional Learning landing page	519 Bicultural competence – resource kit series for student teachers

Section 3

Professional learning and development

3 TOP PERFORMERS 

#1 TE TIRITI O WAITANGI
A VISUAL HISTORY

#2 WELLBEING HAUORA
SOUTHERN HUB WORKSHOP

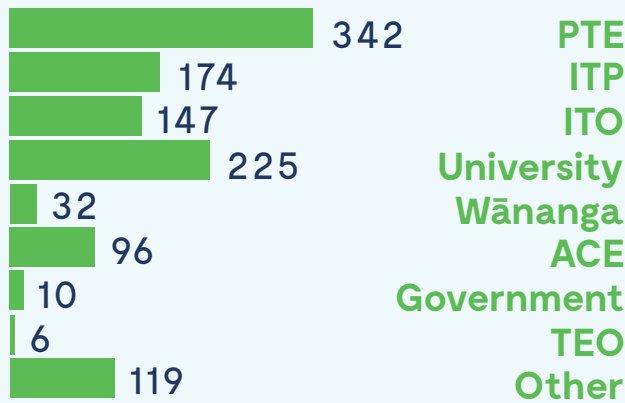
#3 KIA EKE KI TE TAUMATA
SUCCESS FOR MĀORI
IN TERTIARY EDUCATION




490 DIGITAL BADGES
 awarded




PLD ATTENDEES

PER SECTOR (GENERAL) 



94% QUALITY  **92% VALUE**
OVERALL PLD ratings

1,853 PLD ATTENDEES in 2021 
↑ UP 566 ON 2020

872 online  **981 tailored** 
1,151 general  **702 ALNACC**

Building educational capability across the tertiary sector

The year saw a significant increase in uptake of our professional learning courses, workshops and other events. A total of 1,853 people attended PLD across our General and Adult Literacy Numeracy and Cultural Capability (ALNACC) programmes compared to 1,287 in 2020, showing a 31% increase.

Participation in the General PLD programme increased by 53% and we delivered 67 workshops and courses (28 more than last year, a 41% increase). They attracted 1,151 attendees to the 67 offerings. Broken down, that represents 412 attendees at 27 online workshops and 739 attending 40 tailored workshops delivered to staff groups.

The ALNACC team attracted 702 participants to 47 workshops this year (slightly down from 56 delivered in 2020).

Ratings for the quality and value of our workshops were identified through on-the-day workshop evaluations. This year, ratings went up to 94% and 91% respectively for the General PLD (43% response rate). ALNACC PLD presented a very similar increase, up to 94% for quality and 93% for value (34% response rate). The previous year's ratings had been 88% and 81% respectively.

Our Te Tiriti o Waitangi workshops have strengthened in their popularity and considerable work was undertaken during the year to develop additional workshops to address the growing sector need. More information about these new workshops is on page 37.

Examples of participant feedback:

“Great training – all beginning teachers/trainers/facilitators would benefit I believe!”

(“Developing practices for new tertiary teachers” workshop
– staff participant, tailored organisational session, January 2021)

“Jill was an excellent teacher, and the online review of each lesson, plus tasks, ensured I didn't go away and forget about it.”

(“Co-operative learning: A teacher's guide to
working with groups” workshop, October 2021)

“This lockdown has had its complications for me and others on the course. I thoroughly enjoyed the course and feel better equipped to deliver the service I want to deliver that will make a difference in the lives of the learners I work with. Remember your efforts do count and are appreciated.”

(Participant, “Wordwise – decoding and spelling” workshop,
August 2021)



New course with a hauora focus

Bullyproofing the learner experience

Responding to the ongoing impact of Covid-19 on staff, we trialled a new course facilitated by Dr Althea (Alfie) Gamble that offered a different kind of support to staff. The course is based on Alfie's research at the University of Otago, which has brought many insights about bullying to light. From this, an evidence-based programme for countering bullying in education has been developed.

The course was held over two 1.5-hour sessions plus preparation time. One hundred and twenty-three participants attended from universities, PTEs, Polytechnics and ACE sectors; taking away some valuable insights and practical strategies to:

- recognise the effects of bullying in education
- analyse the risk areas for bullying in education and individual practice
- identify the potential complexity of bullying issues in education
- apply two multi-use skills for effective de-escalation of bullying aimed at learners and/or tutors and teachers.

Receiving positive response from attendees (quality/value ratings).

Participant feedback

"I thought it was a really good course, engaging, with lots of information to ponder about."

"Very much enjoyed Alfie's style of facilitating."

"I will be able to support academic staff by introducing them to the framework, and problem solve using the tools and framework."

"Gained a better understanding what causes bullying in the first place."

Section 4

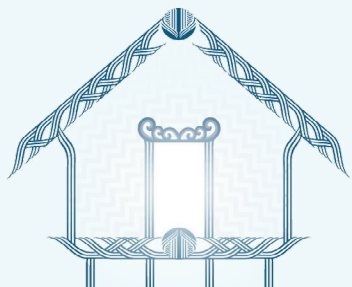
He hāpai akoranga Māori kia angitū ai te ākongā
Supporting Māori teaching and learning success

 **200** 
**DIGITAL
BADGES**
awarded for
“ENHANCED MĀORI
CULTURAL CAPABILITY”



5 NEW 
**MĀORI COURSES
DEVELOPED**

**TE PĀTAKA
MĀTAURANGA
MĀORI**



curated & ready for launch

MAY 22

 **7** **MĀORI-LED
PROJECTS**
national & regional

TOTAL **555**
ATTENDEES
present at **FIVE**
TUIA TE TIRITI
webinars 

Professional learning and development

Our Te Tiriti o Waitangi – a visual history online workshop attracted over 600 participants, mainly non-Māori. Overall, the evaluations were very positive and the interest and demand for the workshop is most encouraging. Reviews by Tiriti experts; taking cognisance of the Tiriti requirements under the Education Amendment Act 2020; and consultation with our Te Rūnanga Māori, plus tertiary and other networks; led to our setting up a complementary follow-on suite of other Tiriti-related courses, including:

- Addressing racism in tertiary education
- Applying equity in tertiary education
- Te Tiriti for organisational management.

Participant feedback

“The presenter of the workshop was an amazingly knowledgeable person, and I learned invaluable stuff myself that I should know as a New Zealander. I appreciate that we were given links to resources and suggestions such as how to access lessons, for ourselves as an institution, in Te Reo.”

(Participant, “Te Tiriti o Waitangi – a Visual History” workshop,
June 2021)

Māori Cultural Capability Pathways (MCCP)

Key facts about MCCP:

1. Building the Māori cultural capability of practitioners and educators positively affects Māori learner success!
2. The MCCP provides a free, cultural resource online where people build their knowledge and understanding.
3. The resource complements what tertiary practitioners and educators are already doing within their organisations.
4. The four modules encourage the skills of critical reflection and practice change.
5. Two hundred digital badges have been awarded for “Enhanced Māori Cultural Capability”.
6. In 2021, 220 new users engaged successfully with the modules. Numbers have steadily increased each year since the MCCP was launched in 2018. The total number of users is now 811.

Participant feedback

Mana module:

“Ka pai tena; the modules are awesome, easy to follow and keep me active with my learning.”

(4 February 2021)

Ako module:

“I enjoyed the content and the quizzes and felt that the reflection sections were great thought consolidators. Thank you so much for curating this information!”

(17 August 2021)

Projects making a tangible difference – supporting Māori educators, learners and organisations

'Kaikaikaroro – Enhancing student success within Wānanga

Led by Hannah Simmonds, Te Whare Wānanga o Awanuiārangi

Co-funding investment: Ako Aotearoa, \$150,000 | TWWoA, \$151,050



This [collaborative research](#) is unique to the Whare Wānanga context of the sector (Te Whare Wānanga o Awanuiārangi, Te Wānanga o Aotearoa and Te Wānanga o Raukawa), providing insights to Māori success, by Māori for Māori.

The resultant 'Kaikaikaroro' is the metaphorical and visual framework developed after identifying five key kaupapa/themes:

1. Tikanga Māori – The foundation of tikanga, reo, uara, kaupapa and wairua Māori.
2. Tikanga ā-Taura – The definitions of and journeys towards success that encompass whānau and whakapapa.
3. Tikanga ā-Wānanga – Our distinct approach to enable success through practice, design, and delivery.
4. Hononga ā-Motu – The connections of the broader context of Aotearoa to the 'why', the 'how' and the 'what'.
5. Hononga ā-Taketake – Our connections to our indigenous whānau that supports ongoing learning.

Accompanied with reflective questions, 'Kaikaikaroro' is also an evaluative tool to reflect on the performance of courses and programmes that inform Māori achievement.

‘Tū Te Ngana Hau – Breath of Endeavour’

Led by Matiu Julian and Marianne Farrell, Primary ITO with Tiara Ranginui, Project Community Coordinator

Co-funding investment: Ako Aotearoa, \$150,000 | Primary ITO, \$150,000



As a [collaborative action research project](#), the ‘Tū Te Ngana Hau’ (The Breath of Endeavour) represents a concept about pathways leading to further education and training. Matiu Julian and Marianne Farrell from Primary ITO, and Tiara Ranginui (tribal community co-ordinator) co-led this project, with guidance from Ako Aotearoa. Based on Kaupapa Māori philosophies and methodologies, this work focused on a community-driven project that facilitated 25 workshops and courses with 107 tribal members from the iwi/tribe of Te Āti Haunui-a-Pāpārangi from the marae villages on the Whanganui River. Spanning two years, foundation-level skills such as getting a Driver’s Licence, a First Aid certificate and improving Computing skills became stepping stones for at least ten tribal members to other training and jobs.

As a successful example of collaborative action research, this project shares several learnings and recommendations that will help other research projects wanting to approach iwi Māori. This project highlights that success for Māori students can be measured in cultural contexts before further education and formal training.

Watch the two clips from the project – [introduction](#) and [main video](#).

Other projects completed this year:

- [Effective learning for Māori students on the Certificate in Fitness programme](#) (Kelly Pender, Toi Ohomai Institute of Technology)
 - “Investigating qualification outcomes for Māori students within the Fitness programme, Kelly identified five guiding Pou that contributed to its success: Tikanga Māori foundation, Cert4fitness as a course, classmate influence, the teacher, and the teaching.”
- [Developing Māori students’ soft skills to support improved achievement outcomes](#) (Jodie Cook, Matapuna Training Centre)
 - “Māori learners described how they’ve grown through this project exploring the connection between soft skills and educational outcomes. Staff could also see that, when students can display these skills confidently, the benefits are huge for all. The Centre has also improved its TEC EPIs as a result of this work.”
- Weaving the mat of Māori and Pacific Learner Success (Dr Sara-Jane Tiakiwai and Dr Keakaokawai Varner Hemi, The University of Waikato)
 - Various tools – data, literature and voice form the symbolic mat, weaving them together to achieve better outcomes for Māori and Pacific learners at The University of Waikato.
- [Huakina ngā tatau o tōku whare](#) (Maria Ngāwati, Toi Ohomai Institute of Technology)
 - The project developed from the aim of increasing Kura Kaupapa Māori student participation in local tertiary programmes. Ten insights and recommendations cover two main areas: an evaluation of responsiveness to Kura Kaupapa and Māori Medium students; and institutional capabilities that develop Māori learner-centred systems, thereby increasing Māori student success.

Tuia Te Tiriti online webinar series

“Whakarongo ake au ki ngā manu e tangi nei – tui, tui, tuituiā! Tuia rā Te Tiriti o Waitangi ki roto i ā tātou mahi me ā tātou whakahaere katoa i te ao mātauranga o te kura tuatoru!”

With our inability to hold a face-to-face Tuia Te Ako conference, taking an online approach to deliver a wonderful range of powerful presentations from Māori educators and learner representatives proved to be a smart approach during this turbulent year. Five 1.5-hour webinars were delivered between November 2020 and September 2021 as part of Tuia Te Tiriti (giving our Tuia Te Ako Māori education hui a Te Tiriti emphasis as part of the 180 years celebration).



The webinars were:

1. Transforming health professional education to achieve a Tiriti-compliant health sector – Dr Rhys Jones, Te Kupenga Hauora Māori, The University of Auckland
2. Embedding Te Tiriti o Waitangi to address racism in the tertiary sector – Professor Margaret Mutu, Professor of Māori Studies, The University of Auckland
3. Impact of Covid-19 on Māori ākonga/learners across the tertiary education sector – Mamaeroa Merito and Zaine Akuhata-Huntington, Te Mana Ākonga
4. Ngāti Āpōpō: How Te Tiriti-based innovation can create a better tomorrow – Dr Eruera Tarena, Tokona te Raki/Māori Futures Collective
5. Working with Māori communities to build sustainable futures through bespoke education programmes based on Kaupapa Māori – Matiu Julian, presented with Marian Farrell, Māori Engagement Manager, Primary ITO and with Tiara Ranginui, Project Community Coordinator.

The series attracted more than 500 attendees from universities, Te Pūkenga and ITPs, health agencies, iwi organisations, and industry. It received a 91% rating for quality (high to very high) and a 90% rating for value (valuable to highly valuable). Eighty-five people responded to the survey, representing a 16% response rate.

Staff professional learning and development

‘Kia tika ā mua, me tika ā muri’ – Te reo and tikanga classes for staff

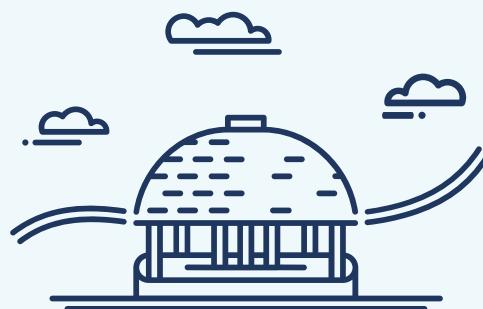
Though only 15 minutes long, our Monday morning classes by Zoom were a wonderful way to maintain staff cohesion and morale in a time when people were often working from home in isolation across the country. As a Tiriti-led organisation it is important that we model culturally-appropriate behaviour amongst ourselves, let alone to the tertiary education sector that we serve – hence the overarching theme of our lessons as per the whakataukī above, meaning ‘For front of house to function smoothly, behind the scenes should do so too’.


Despite this being the third year, there has never been a shortage of variety and content to share with staff as the learners; ranging from traditional karakia and modern prayer, lots of singing which staff particularly enjoyed to start off the week, basic language, marae protocols and so on. Staff have willingly joined these non-compulsory lessons which have considerably boosted their knowledge of Māori as well as their confidence in Māori situations.

Section 5

Supporting Pacific educator and learner success

42 LE
NIU 
ATTENDEES
present at **TWO**
FONO
hosted in
NORTHLAND



 **2** PROJECTS
PACIFIC-LED
on phenomenal educators
& student success



3 **PACIFIC**
SCHOLARSHIPS
awarded for

PROFESSIONAL DEVELOPMENT

 **62** 
participants in
PACIFIC
PLD 2021

59 **DIGITAL**
BADGES
 awarded for
PLD COURSE
completion

Le Niu Fono Hui for Pacific Education and Wellbeing in Te Tai Tokerau



“O le fa’atasiga o tagata ma o latou poto, e atili ai le fa’asumalieina o le meli.” (Samoan saying)
It is the gathering of the people, and the knowledges that they bring, that makes the honey sweeter.

The mid-year Le Niu project, was funded by the Ministry of Education and led by Ako Aotearoa. It was designed to contribute to the outcomes for the Action Plan for Pacific Education Strategy 2020–2030, specifically point one: “Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic”.

Our connections with Pacific peoples in the far North meant we were well-positioned to undertake the work. The community of practice created through these ongoing relationships was necessary for Le Niu to succeed in engaging and working with and for the Pacific Peoples of Te Hiku (Kaitiāia) and Te Tai Tokerau (Whangārei).

Forty-two people attended the two fono, including community leaders, government representatives, schools and education providers, community organisations and NGOs.

Key achievements

- Planning and establishing closer links with the education and wellbeing provider services community.
- Shared interest and trusted relationships with the Pacific Island communities.
- Establishing a directory of leadership in the North.
- Introduction to the CEO of NorthTec and a further plan for the future of Pacific students and families with this TEO.

- Collecting and collating feedback from the Pacific education and wellbeing provider communities.
- Willingness to act responsively to the recommendations from the initiative.
- Exploring further opportunities in Te Hiku (Kaitiāia) to identify, promote and support Pacific community spaces, hubs and networks and building of events, such as Pacific festivals, to bring visibility and raise awareness of Pacific Peoples in the region.
- Timely response from stakeholder provider services.

Opportunities

- A longer lead-in to gather stronger stakeholder collaboration and achieve greater reach; including involving Pacific churches and leaders.
- Timetabling evening and/or weekend fono in community halls and spaces.
- Future collaborations to involve the health sector and local government.
- Identify opportunities to support and strengthen Pacific secondary-tertiary education pathways.

The Ministry is interested in further projects similar to Le Niu to support Pacific Communities and education success. Our next step is to meet with MoE Northland to further discuss how we now:

1. Meet the needs identified by the Pacific communities
2. Resource these needs
3. Appoint Pacific leadership for the initiatives
4. Administer the resources to execute the plan.

Also, consider further opportunities to facilitate Le Niu in regions where Pacific communities have been identified as wanting support, development, and inclusion in local government priorities for Pacific communities.



Image: Ako Aotearoa Tumuaki, Helen Lomax (centre) with two attendees from the Le Niu event in Te Tai Tokerau. (More images from this event on page 49.)

Pacific Professional Development Scholarships 2021



Each year, Ako Aotearoa offers scholarships to Pacific staff in tertiary education to support pathways to leadership and build leadership capability for greater Pacific learner success. Our worthy 2021 recipients were:

- Taniela Lolohea, left (Auckland University of Technology)
- Chantal Bakersmith, second from left (Unitec Institute of Technology)
- Ronal Reddy, third from left (Crown Institute of Studies)

Professional learning and development

Our Pacific team ran the following online workshops and courses in 2021, with a total of 62 people attending public and bespoke sessions:

- Introduction to Pacific Cultural Centredness Pathway
- What is cultural social distancing: Le Va?
- Upskills: Intro to Pacific Cultural Capability (bespoke)
- Financial wellbeing: A Pacific Island perspective
- Learner Agency for Pacific learners
- Enhancing Pacific Cultural Capability
- Digital badges were awarded to 59 of the course participants.

Nine people also attended a webinar on “Ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying: A Pacific context”.

Participant feedback and impact:

What is cultural social distancing: Le Va? workshop, April 2021

“Really glad I attended this and so happy to see the concept of Va being valued. I hope more research in this area is supported. Fa’afetai tele Pale and Saylene for really thought-provoking workshop.”

“Understanding the Pacific Learner within the Pacific context – reflective practice ideas and challenges.”

(Response to most useful aspect of workshop)

Financial Wellbeing: a Pacific Islands perspective workshop, May 2021

“[I will be] tweak[ing] my material (content) and delivery to include what I have learned and to be more confident in engaging the participants.”

“Very enjoyable, wish it had been a full day instead of only one hour! Thanks to Pale and Saylene.”



Image credit: Kato by Lalaga Kato, 1994, Maline Ikiua, Private Collection Ianeta Ikiua, Porirua, New Zealand

Pacific projects

From Good to Great: The 10 habits of phenomenal educators for Pasifika learners

Dr Cherie Chu, Victoria University of Wellington and Janice Ikiua-Pasi, WelTec

Co-funding investment: Ako Aotearoa, \$120,000 | Victoria University of Wellington, \$120,130

Identifying what makes educators and their teaching practices “phenomenal” in the eyes of their Pacific students was the key driver [for this project](#). The practices identified as being of immense benefit by Pacific students are gathered into 10 Habits that are shown to not only support Pacific students in tertiary education, but also inform institutional and sectoral improvements.

The 10 habits of phenomenal educators are:

1. Fenua: The Pedagogy of reflection
2. Moana: Know your Pacific learner and context
3. Vaka: Educate with Phenomenal Pacific-centric methods
4. Le Teu le Va: Building teaching and learning relationships with Pacific learners
5. Ola: Develop Phenomenal practices
6. Teatea: Instil motivation and good work habits
7. Aupuru: Cultivate creativity and enthusiasm
8. Putuputu: Construct a Pacific learning community
9. Arofa: Enable mentoring to be a natural part of your teaching and manage the ‘wobbles’ that arise
10. Ti’ama: Deconstruct and emancipate your Pacific learners’ experiences

Project outputs include:

- The **Full Report** – with 11 case studies describing the phenomenal educators involved in the project.
- A **Summary Report** – focusing on methodology and design, including the preferred learning styles of Pacific learners. Talanoa of their experiences with phenomenal educators are also captured.
- **The Kato Toolkit** – designed as a gift to help tertiary educators transform the way they embrace and celebrate Pacific cultures and learners in their classrooms and learning spaces. This tool can be used in a wide range of teaching and learning contexts.

He Vaka Moana: Navigating Māori and Pasifika students in higher education

Dr Ema Wolfgramm-Foliaki and Dr Hinekura Smith, The University of Auckland

Co-funding investment: Ako Aotearoa, \$72,419 | The University of Auckland, \$177,123

He Vaka Moana in this sense is a 'new' 'old' offering that seeks a way for us to work together in productive and self-sovereign ways. (2021, p. 40).



Image credit: Tony Chung

The [He Vaka Moana](#) research fellowship is a strengths-based project framed by Oceanic principles and methodologies, connecting the project team and participants as Māori and Pasifika peoples to what sustains them, the ocean. They draw from their shared history of our tūpuna who navigated the vast Pacific Ocean on purpose-built vessels, using Indigenous methods of navigating to successfully reach their destinations.

Based on an internationally proven model, He Vaka Moana has created a sustainable fellowship of interdisciplinary academic and professional staff in teaching, learning, assessment and research. Through using robust processes that test, evaluate and reflect on Māori and Pasifika students' success, the project team constructed innovative pedagogical projects to advance students' success, whilst ensuring significant and positive changes occurred institutionally.

Project recommendations:

1. An increased national and institutional commitment to Māori and Pasifika-led programmes for Māori and Pasifika student success, including a significant increase in Māori and Pasifika staffing appointments; and workload recognition of Māori and Pasifika contributions and research.
2. Recognise and support time for Māori and Pasifika staff (separately and together) to wānanga/meet/talanoa to create solutions from within Māori and Pasifika ways of being.
3. Formalise sustainable work roles, resourcing and research funds to match the policy rhetoric of Māori and Pasifika student success at institutional and national levels.

Pacific stakeholder involvement and sector Pacific forum

In Tamaki Makaurau (Auckland), Ako Aotearoa has membership with the Pacific Leadership Forum who provide the leadership and direction for several government and non-government initiatives. The membership is made up of up to 200 church and community leaders, who represent all 8+ Pacific nations in Tamaki Makaurau. Weekly meetings inform the heartbeat of Pacific needs and capabilities across health, education, and social services. Covid response has been a heavy driver to motivate each Pacific ethnic community to commit to vaccination and booster involvement.

We have also contributed to Te Pūkenga Pacific Special Interest Group with the appointment of Aiono Manu Fa'aea.

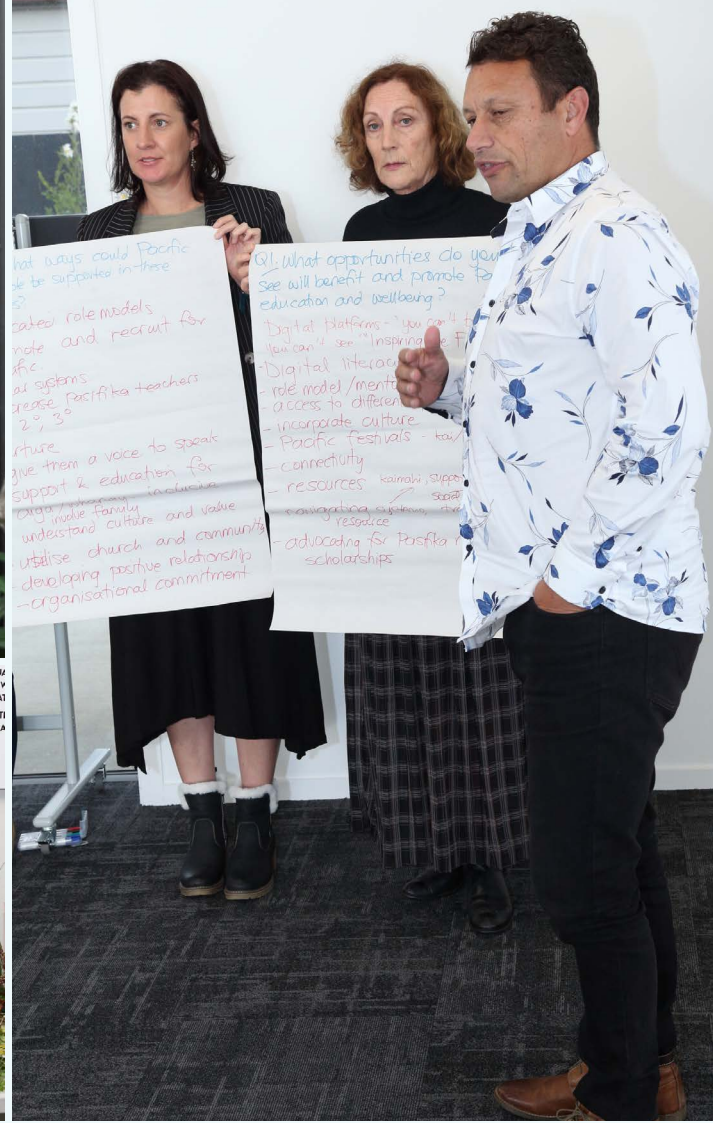
APSTE Fono

The Association of Pacific Staff in Tertiary Education (APSTE) has completed two sector meetings and held their AGM/Fono online on 1 October. Ako Aotearoa was pleased to sponsor this event again this year.

The sector meetings have featured health and education responses to assist Pacific students with strategies for mitigating risks due to lockdowns, so they may successfully complete their studies. Guest speakers from mental health and tertiary student support services provided best practice advice and support for Pacific students.



Facing page: Some of the people and activities at the two Le Niu events held in Northland, read more on pages 43–44.



Section 6

Supporting literacy, numeracy and cultural capability – for adult learners, educators and organisations

**DYSLEXIA-FRIENDLY
QUALITY MARK** 

 **LAUNCH WEEK**
6–10 September, 2021



1 OFFICIAL
LAUNCH
EVENT 
online

2  **CONFERENCE**
PRESENTATIONS

 **~380** **TOTAL** 
attendees

 **1** **RADIO NZ**
NATIONAL
INTERVIEW


3 **ORGANISATIONS**
awarded the **INAUGURAL** **DFQM** 

COMMUNITY OF PRACTICE MEMBERS

446 
ALNACC

262
NEURO
DIVERSITY

 **702**
PLD PARTICIPANTS
webinars, workshops, courses
in-house and online

95% **93%**
QUALITY  VALUE
ALNACC PLD
ratings

Tapatoru Awards

The Tapatoru Awards provide a whole-organisation approach to capability building that takes a holistic, learner-centred, values-based approach to ensure learners receive support that better meets their needs.

It also builds knowledge for educators and supports them to become more reflective practitioners.

The Solomon Group pilot success story



Image: Marline Isaaka, Educator, Solomon Group

Ako Aotearoa was privileged to host an online awards ceremony in November to celebrate the success of 25 Solomon Group educators (based in Kaitāia, Manurewa, Wiri and Rotorua) achieving the Tapatoru Individual Award.

The organisation has paved the way for this exciting and meaningful new initiative for tertiary educators.

Solomon Group CEO, Lynette Donohoe, spoke of how bridging the gap from industry to teaching is critical for educators. Attending the celebration, Lisale Falema'a, from TEC's Ōritetanga team, described the Tapatoru as "a sea change" in building a better system.

Many of the 25 awardees expressed how the whole process and receiving the award was "an honour and a privilege, an awesome experience and journey...".

The ALNACC team also held an information session with the Tertiary Education Commission on the Tapatoru Awards and a revised implementation plan has been developed to address a "whole-organisation" approach for the Awards. The revised Awards are to be launched in early 2022.

The Dyslexia-Friendly Quality Mark (DFQM) – Te Tohu Kounga Whakarata Tīpaopaotanga

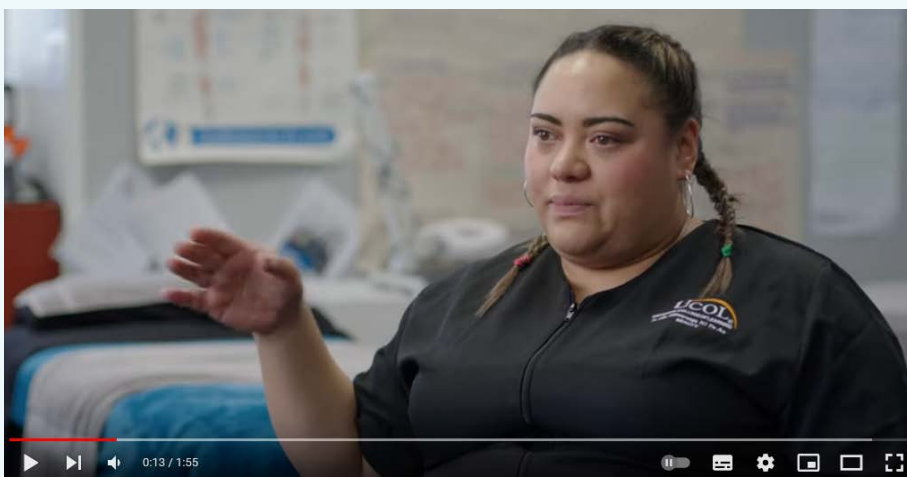


Image: DFQM promotional video featuring Starsha, a learner involved in the pilot at UCOL.

“Adopting the Mark will promote best practice within organisations and build educator capability, but most of all, it will ensure that learners with dyslexia are fully supported in their learning journey and have every opportunity to thrive.”

(Paora Ammunson, Deputy Chief Executive – Learner Success
Ōritetanga Directorate, Tertiary Education Commission)

The DFQM experienced a very successful launch week in early September, with a formal online launch hosted by Ako Aotearoa and TEC, with 166 virtual attendees. This was supported by two plenary conference presentations (ITENZ and NZVETRF) and a Radio New Zealand interview on Nine to Noon.

This activity generated much interest, particularly among organisations wanting to sign up for the accreditation process. The first intake of the DFQM started on 1 October with nine organisations applying. A small number of sponsored places were made available on a first-come, first-served basis.

Other DFQM activity included:

- Programme Manager Annette van Lamoen and Mike Styles presenting a webinar on the DFQM for the Australian Disability Clearing House for Education and Training (ADCET) and at the Skills Highway forum in November.
- The production of a set of promotional videos for DFQM launch week featuring the three successful pilot organisations.
- A sector survey to celebrate Dyslexia Awareness Week focused on capturing the learner voice, so that we can share the stories of dyslexic learners.
- The DFQM being awarded to the three ‘trailblazing’ pilot organisations – Kāpiti Youth Support, UCOL Horowhenua and Capital Training.

More information at www.dfqm.nz

Professional Learning and Development

Throughout the year, more than 702 people across the sector have attended literacy, numeracy and cultural capability PLD opportunities with our ALNACC leading facilitators. These have been delivered as free and paid events: webinars, workshops and courses; in-house and public scheduled events; conference presentations, launches, and Community of Practice online information sessions.

The programme of public four-week courses included the following topics:

- Numeracy Toolbox
- WordWise: Teaching decoding and spelling
- Enhancing Pacific Cultural Capability
- Developing statistical and measurement skills
- Workplace Literacy, Language and Numeracy
- Reading Toolbox

Public offerings also included seven one-hour workshops on applying Māori Cultural Capability and the team worked on in-house PLD with four organisations – Ara, Upskills, Synapsys and BCITO.

The BCITO work represents another highlight for the team. This series of in-house workshops drew strong buy-in from management to take that whole-organisation approach to capability building that drives positive change in the LLN support provided to trainees.

BCITO Learning Support Advisor, Leah Lacey’s feedback about the workshop package – “You have helped us to help ourselves.”

Communities of Practice (CoP)

- We delivered ten free webinars for ALNACC Community of Practice (CoP) members with a total of 136 attending. Topics are highlighted in the table on page 54.
- Workplace literacy resources have been disseminated. LLN research has been presented and discussed.
- Neurodiversity resources and research have been disseminated through our Neurodiversity CoP.
- The regular membership of both CoPs we facilitate has grown, with 446 members in the ALNACC CoP, and 262 in the Neurodiversity CoP. They were established in 2019 and 2020 respectively.

ALNACC Community of Practice – webinar topic	No. of attendees
Growing a respectful Treaty-led relationship	10
Supporting Tairā and Kaiako with Embedding Literacy & Numeracy	36
An empirical portrait of New Zealand adults living with low literacy and numeracy skills	12
The enlightening world of learner mistakes	2
Ensuring places of learning are safe, inclusive and free from racism, discrimination and bullying: A Pacific context	9
NZQA Teacher Education Qualifications Update	15
Loving learning? Emotional experiences in second-chance teaching and learning	5
The field of family literacy	13
All you ever wanted to know about the LNAAT	23
Youth employability: Working together to ensure they can thrive	11



Sector Advisory Work

We were delighted to meet with TEC staff and sector stakeholders (pictured below), in March this year, to update them on the range of projects we are developing and delivering for the sector. Of particular interest to the group, which included representatives from MoE and NZQA, as well as TEC managers, were the Tapatoru Awards, the Dyslexia-Friendly Quality Mark, our Pacific work and Learner Agency.

A follow-up hui with TEC and sector stakeholders was held in November to further discuss pathways to capability building, with a discussion paper prepared to inform the hui.

We have also provided feedback and advice on a variety of topics to a broad range of sector stakeholders, including:

- Hineuru Iwi Education Committee: Te Pūkenga/changes in vocational sector
- Te Whare Wānanga o Awanuiārangi: Disestablishment of position
- Tawharau Homes: Te Pūkenga online briefing for employers and BCITO Training Advisors
- QCONZ: LNAAT best practice
- YMCA: LNAAT best practice for LLN programmes
- Ara Poutama Aotearoa Department of Corrections: Guidelines for LLN provision and LNAAT use
- Auckland Council.



Section 7

Financial Summary of Performance for 2021



Ako Aotearoa Income & Expenditure Statement

As at 31 December 2021

		Full Year Actual	Full Year Budget	Full Year Revised Forecast
Income				
TEC Payments – Core Contract		3,586,770	3,556,000	3,556,000
TEC Payments – Adult Literacy Numeracy & Cultural Capability (ALNACC)		1,370,338	1,150,000	1,150,000
TEC Payment – TTEA Scholarships		200,000	200,000	200,000
Interest Income		6,689	2,500	5,218
Other Income		223,663	150,200	232,205
Sponsorship		17,989	30,000	17,989
Total Income		5,405,449	5,088,700	5,161,412
Expenditure				
Staff Related Costs	1	2,015,137	2,466,554	2,054,032
Asset Related Costs		7,842	8,128	7,903
Overheads/Administration		214,781	867,020	424,665
Other Direct Costs				
Contracted Services	2	643,133	774,225	639,075
Research Project Funding (National & Regional)	3	293,604	320,000	293,604
Scholarships		221,490	200,000	214,305
Sponsorships		47,212	30,000	47,212
Other Direct Costs		293,950	422,232	272,037
Total Other Direct Costs		1,499,389	1,746,457	1,466,233
Total Expenditure		3,737,149	5,088,159	3,952,833
Surplus		1,668,300	541	1,208,579

Notes:

1. Includes salaries, accrued leave, superannuation, ACC, contract labour
2. Includes Governance, website & development, TTEA & Panel, PLD
3. Research Projects – National and Regional

Ako Aotearoa Statement of Movements in Equity

As at 31 December 2021

	Actual	Budget FY
	2021	2022
Opening Equity Balance	1,057,172	2,725,472
Surplus as at 31 December 2021	1,668,300	278,072
Closing Equity as at 31 December 2021	2,725,472	3,003,544

Confirmation of Audit



11 May 2022

Helen Lomax
Ako Aotearoa
National Centre for Tertiary Teaching Excellence
National Office
P.O. Box 756
Wellington
6140

Dear Ms. Lomax

RE: 2021 Annual Accounts

I can confirm that that Massey University's financial statements have been audited by Audit New Zealand and that the scope of the audit covers the National Centre for Tertiary Teaching Excellence to the extent they form part of Massey University's financial transactions for the year ended 31 December 2021. As part of the audit no issues were brought to our attention in respect of the accounts for the National Centre for Tertiary Teaching Excellence.

Yours sincerely



Carolyn Dimond
Chief Financial Officer

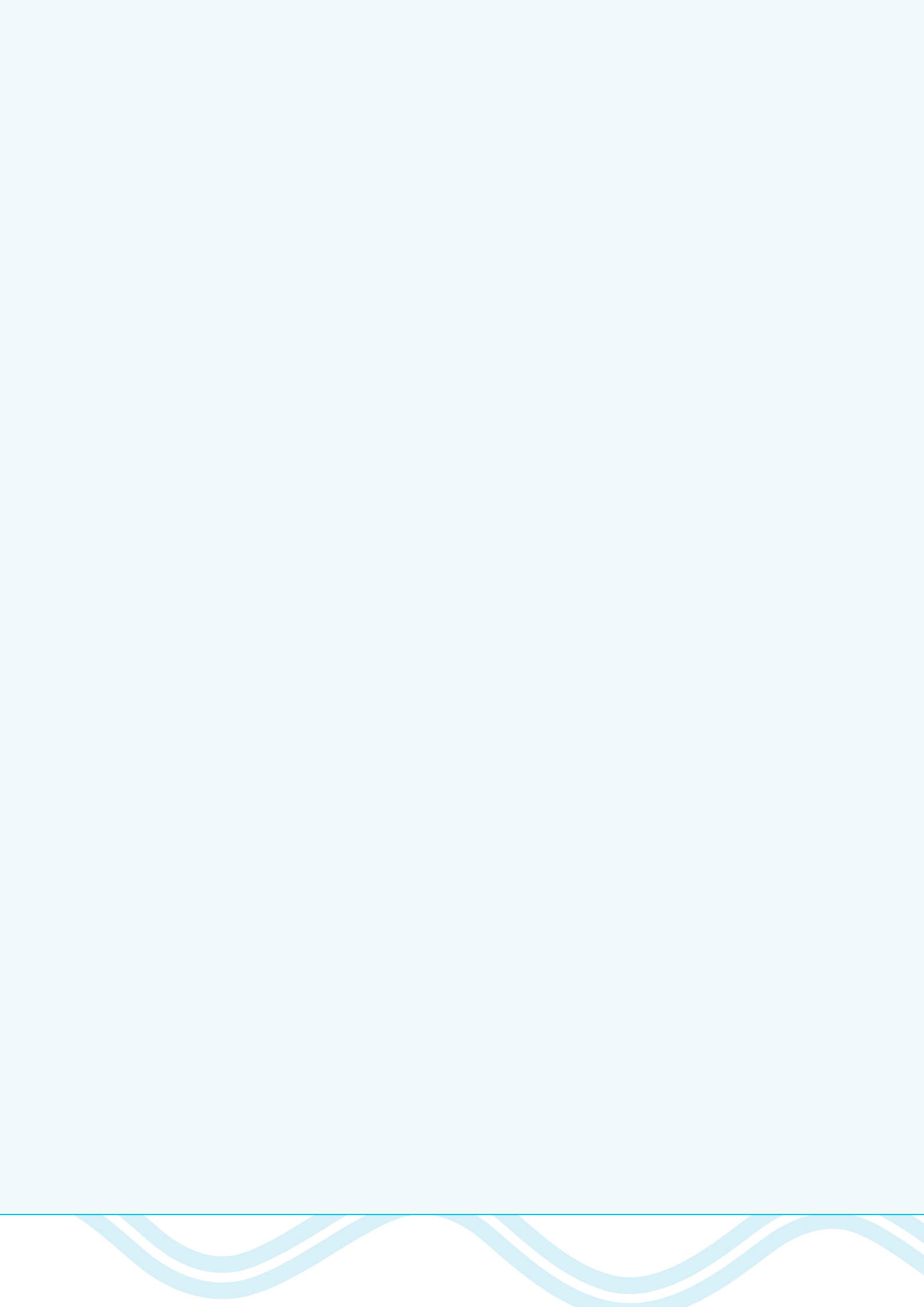
Appendix A

Full list of completed and current projects

Project Title	Project Lead	Lead Organisation	Ako Aotearoa contribution	Organisational Contribution	Status
He Vaka Moana: Navigating Māori and Pasifika student success through collaborative research fellowship	Ema Wolfgramm-Foliaki and Hinekura Smith	The University of Auckland	\$72,419.00	\$177,123.00	Completed
What are the characteristics of an effective learning journey for women entering trades?	Mark Williams	BCITO	\$150,000.00	\$385,000.00	One webinar presentation to be delivered
From Good to Great: The 10 habits of phenomenal educators for Pasifika learners	Dr Cherie Chu and Janice Ikiua-Pasi	Victoria University of Wellington	\$120,000.00	\$120,130.00	Completed
Building skills for young Māori to complete education & transition into workplace	Matiu Julian and Marianne Farrell	Primary ITO	\$150,000.00	\$150,000.00	Completed
Kaikaikaroro - Enhancing student success within Wānanga	Hannah Simmonds	Te Whare Wānanga o Awanuiārangi	\$150,000.00	\$151,050.00	Completed
Learner capability framework: A validation study	Professor Leoni Schmidt and Andrew Kilsby	Otago Polytechnic	\$170,000.00	\$300,000.00	Completed
Data-informed initiatives to enhance Māori and Pasifika student achievement	Dr Sarah-Jane Tiakiwai & Dr Keakaokawai Hemi	University of Waikato	\$150,000.00	\$150,000.00	Due to complete early 2022
The Making of Lawyers, Phase 6	Associate Professor Lynne Taylor	University of Canterbury	\$20,450.00	\$10,800.00	Completed
Supporting young learners through stakeholder collaboration: Designing interventions for youth employability and learning success	Tracey Shepherd	REAP Wairarapa	\$40,000.00	\$40,550.00	Completed

Project Title	Project Lead	Lead Organisation	Ako Aotearoa contribution	Organisational Contribution	Status
Huakina ngā tatau o tōku whare	Maria Ngāwati	Toi Ohomai Institute of Technology	\$62,800.00	\$102,775.00	Completed
Working with the SET process to improve teachers' teaching and learners' learning	Dr Beverley Norsworthy	Bethlehem Tertiary Institute	\$23,000.00	\$23,000.00	Completed
How ITP/Polytechnic teachers can create better graduate outcomes for Māori learners	Kelly Pender	Toi Ohomai Institute of Technology	\$9,860.00	\$11,000.00	Completed
Developing Māori Students Soft Skills to Support Improved Achievement outcomes	Jodie Cook	Matapuna Training Centre	\$13,375.00	\$13,375.00	Completed
Innovation in evaluating professional training programmes in psychology: a multi-stakeholder approach	Dr Barbara Kennedy	Massey University	\$9,659.00	\$9,806.00	Due to complete in March 2022
Assisting the formation of inclusive engineering cohorts	Professor Phillipa Martin	University of Canterbury	\$8,980.00	\$18,300.00	Completed
	Total for 2021		\$1,150,543.00	\$1,662,909.00	





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

Ako
AOTEAROA