



Ako Aotearoa representative Bridget O'Regan accepts the Arthur (Art) R King Jr Award for Curriculum Innovation from Dr Donald Young. This is the first time a group has received the award.

## Ako Aotearoa recognised internationally for its contribution to tertiary education

We were thrilled that Ako Aotearoa was recently announced as the first group recipient of the *Arthur (Art) R King Jr Award for Curriculum Innovation* by the Pacific Circle Consortium (PCC).

Our Southern Hub regional manager, Bridget O'Regan, accepted the award on behalf of us all at the PCC's recent conference in Auckland. Presenting the award was panel chair Dr Donald Young from the University of Hawai'i. The PCC is an initiative in international cooperation between educational research and development institutions in the Pacific region (initially drawn from Organisation for Economic Co-operation and Development (OECD) member countries).

Ako Aotearoa was selected because of its contribution to the enhancement of teaching and learning outcomes for Pākehā, Māori, Pacific peoples and all learners in the tertiary sector.

During his presentation, Dr Young made special mention of two of our exemplar resources: the *Hei Tauira: Teaching and Learning for Success for Māori in Tertiary Settings* summary guide, written by Associate Professor Lynn-Harata Te Aika and Janinka Greenwood from the University of Canterbury; and Associate Professor Neil Haigh's (AUT University) *Scholarship of Teaching and Learning: A practical introduction and critique*. We would like to acknowledge these people, and indeed all the authors we collaborate with. Their hard work and commitment to enhancing teaching and learning has resulted in Ako Aotearoa being able to share quality, accessible and effective resources across the sector.

To read the full news article, please go to the "more news" link on our website homepage: [www.akoatearora.ac.nz](http://www.akoatearora.ac.nz)

## Welcome

He matauranga he ako, he waka eke noa. (Knowledge, learning and teaching, a waka we are all in together.)

Tēnā tātau katoa. Welcome.

Sue Walbran and Tom Prebble, interim directors, extend a warm welcome to readers of this issue of *Ako Aotearoa Alert*.

This is a time of transition for Ako Aotearoa and an especially busy one. While the Board is seeking to recruit a new director, great progress is being made with the extensive programme of work we have set. Many projects are drawing to completion, and a large number of workshops are being held around the country. It is extremely pleasing to see attendance at these hub-run events attracting strong attendance and receiving positive feedback.

We are currently consulting with the sector on how Ako Aotearoa might extend its reach and overall impact in the future. Preliminary details about this consultation are available on page 2 of this newsletter, and we look forward to receiving your input as this process proceeds.

One of the great annual events for Ako Aotearoa is the Tertiary Teaching Excellence Awards, held in August. Our congratulations go to the winners of these awards, particularly Professor Michael Walker (Te Whakatōhea) from The University of Auckland, who received the Prime Minister's Supreme Award and an award for Sustained Excellence in Tertiary Teaching in a Kaupapa Māori Context. You can read more about these inspiring teachers on pages 3 and 6.

Many of you will have attended the forums with Dr Vandal and Professors Keep and Conley held in June and July. These visits were part of the Increasing Educational Attainment for TES Priority Learners project designed to highlight the position of learners participating at lower levels of the qualifications framework. An independent working group is, at present, formulating a paper that we hope will make an important contribution toward positioning our education system and policies to ensure positive outcomes for these learners.

We hope you will enjoy reading about the projects and inspiring people who have been profiled in this edition and that there is at least one thing you can take away with you to enhance your teaching practice.

**Dr Sue Walbran**  
Interim director, operations  
Ako Aotearoa

**Emeritus Professor Tom Prebble**  
Interim director, strategy  
Ako Aotearoa

## Consultation on a new business model for Ako Aotearoa

By Tom Prebble, interim director, strategy, Ako Aotearoa

The Minister for Tertiary Education has asked Ako Aotearoa to consult with the tertiary education sector as a whole on the development of a new business model for the organisation. This request forms part of the renegotiation of Ako Aotearoa's funding agreement with the Tertiary Education Commission. As New Zealand's National Centre for Tertiary Teaching Excellence, we are recognised as doing good work, but the minister is asking us to be more ambitious about how we might best support the sector in the future and, in return, gain more support from the sector.

We are looking for a model that will challenge us to demonstrate the value of what we provide to the sector. We are also looking for a model that is increasingly sustainable, one that allows us to increase our activities and contribution to the sector in a way that is not entirely dependent on additional government funding.

The Board of Ako Aotearoa has contracted TNS to undertake this consultation process on its behalf. The consultation process will have three phases.

- Phase 1 began in late August, and TNS has been canvassing a small group of leading stakeholders about the opportunities and options open to Ako Aotearoa. This will allow the consultants to confirm the proposals and questions to put to a wider sample of stakeholders and clients of the organisation. As part of this first phase, the Board, staff and Māori and Pacific peoples' caucuses of Ako Aotearoa are also being consulted.
- Phase 2 will involve in-depth interviews with a larger sample of stakeholders and clients. These interviews will take place during late September and early October.
- Phase 3 will provide an opportunity for clients at large to contribute to the consultation process either by responding to a short online survey or participating in an online discussion forum. This phase of the consultation will take place at the same time as Phase 2.

The precise nature of the proposals and questions that will go out for consultation has yet to be confirmed, but a few things are clear. The consultants will be focusing on identifying the services that Ako Aotearoa currently provides, or could provide, that various parts of the sector place greatest value on. The consultants are also likely to explore options for Ako Aotearoa to share the costs for some of these activities with the beneficiaries of those services. This sharing might take the form of direct financial investment by the institution or individual concerned or, just as likely, by acknowledging the "in kind" investments that institutions currently make to many of the projects that attract funding from Ako Aotearoa.

This is a timely opportunity for Ako Aotearoa to reassess the way it does its work and the value that the sector places in that work. Our hope is that this consultation process will help lay the foundation for a business plan and work programme that will take Ako Aotearoa forward to a new level of activity. We encourage you to view this consultation process as a chance to be part of shaping the future of teaching and learning in Aotearoa, New Zealand. Your input is important to us, and we ask that you please take the time to provide your feedback through phases 2 and 3 – via the online survey and/or online discussion forum, and the in-depth interviews.

If you have any questions before phases 2 and 3 commence, you are welcome to contact me at: [T.K.Prebble@massey.ac.nz](mailto:T.K.Prebble@massey.ac.nz)



Leading the consultation process is Ako Aotearoa's interim director, strategy – Emeritus Professor Tom Prebble.



### National Project Fund – Update

The 2011 round of the National Project Fund (NPF) will consist of two types of projects: open and commissioned.

Open projects of the NPF will follow the same approach as in previous years, with Expressions of Interest being invited on a series of key themes and a selection of project teams being invited to submit full proposals for funding. Ako Aotearoa anticipates funding two-to-three projects in the Research and Implementation stream and one-to-two projects in the Māori Initiative Projects stream.

The NPF will also consist of commissioned projects, with Ako Aotearoa issuing Requests for Proposals on specific topics – including at least one project focused around the needs of Pacific peoples in tertiary education. Commissioned projects will require a strong element of partnership between Ako Aotearoa and the organisation hosting the research team, with the host organisation being asked to make a contribution – either financial or "in kind" – to the project.

Further information regarding the submission of Expressions of Interest will be made available in October, with the closing deadline for submissions being in March 2012. Requests for Proposals will be distributed in October/November, with their own associated timelines.

Further information is available at <http://ako.aotearoa.ac.nz/national-project-fund>



The 2011 Tertiary Teaching Excellence Awardees celebrate with (seated second from left) Hon Steven Joyce, minister for tertiary education; the prime minister, Rt Hon John Key; Allan Peachey MP, chair, Science and Education Committee; and Hon Dr Pita Sharples, associate minister of education.

## Excellent teachers inspiring learner success

*Jill Tanner-Lloyd, Ako Aotearoa communications coordinator, reflects on the latest round of these national awards.*

This is the 10th anniversary of the Tertiary Teaching Excellence Awards (TTEAs) and the fourth year Ako Aotearoa has managed them. We extend our heartfelt congratulations to each recipient (featured on page 6). It truly is a highlight for us to be involved in celebrating New Zealand's top tertiary teachers, and there are several aspects of this year's event that make it highly memorable.

First, we are delighted that Professor Michael Walker (Te Whakatōhea), from the School of Biological Sciences at The University of Auckland, is the recipient of the Prime Minister's Supreme Award. Professor Walker is the first Māori educator to receive the prestigious award. His commitment to improving the outcomes for Māori and Pacific learners in the sciences has seen the impact of the Tuākana programme he established 20 years ago spread university-wide, to whānau and the larger community.

Second, we were honoured to have the prime minister, Rt Hon John Key, to present Professor Walker with the Supreme Award. This is only the second time in the history of the awards that a prime minister has been available to present this award. It was, therefore, a pleasure to see him stay for much longer than was scheduled and to take considerable time to talk, and be photographed, with the awardees.

The third memorable aspect of this year's event came from the portfolio's themselves. The learner feedback and evaluations cited in every portfolio capture the real essence of what excellent teaching can do. As with other years, we have been extremely impressed with the extent of positive learner feedback that demonstrates the range and depth of impact these awardees have had on the people they teach. This year, we decided to publish some of these comments (anonymously, of course) now, rather than waiting to publish them in the *Excellence* booklet. Some of the comments are included on page 6. The awardee citations, including other learner feedback, are available via: [www.akoaoaotearoa.ac.nz/awards](http://www.akoaoaotearoa.ac.nz/awards)

The TTEA process, culminating in this prestigious parliamentary ceremony, takes the everyday work of these individuals, considered by many of them as "business as usual" activities or accepted as a "given" in their role as educators, and shines the spotlight on it. Our role, as the National Centre of Tertiary Teaching Excellence, is to hold that spotlight there for longer – extending the life of that exposure so the purpose and effect of excellent teaching can radiate across the tertiary sector and beyond.

The awards provide government and sector stakeholders with the opportunity to acknowledge and celebrate the diverse range of excellent teaching methods harnessed by these individuals. The awards also provide the tertiary organisations that employ these top teachers with a perfect vehicle for sharing and promoting excellent teaching across their other schools and departments.

As the memory of the event begins to fade, Ako Aotearoa will encourage keen awardees to share their teaching skills with others, so that a greater number of learners will ultimately benefit. The awardees' key philosophies and teaching practices are profiled in the *Excellence* booklet, which will be released later in the year. We also organise regional workshops, often involving awardees as facilitators, on the subject of teaching practice and the TTEA portfolio and application process.

It is also after the awards ceremony that the Ako Aotearoa Academy of Tertiary Teaching Excellence comes into its own. Each year, awardees are inducted into the Academy (available to TTEA recipients only) and join the growing and diverse range of enthusiastic experts who work together to foster teaching excellence across the sector in New Zealand. More information about the Academy can be found at: [www.akoaoaotearoa.ac.nz/academy](http://www.akoaoaotearoa.ac.nz/academy)

In the coming months we will notify you of the release of the 2011 *Excellence* booklet, as well as criteria, guidelines and closing dates for the 2012 awards.

See profiles of award recipients on page 6.

BY IAN ROWE

# News from the Central Hub

Kia ora from a warm and dry Central Hub office. Spring is just around the corner. We feature on these pages, a report on an e-learning symposium, an insight into an authentic learning workshop held recently in Napier, and introduce another Central Hub Advisory Group member. We look forward to working with your ideas on how Ako Aotearoa can help you with teaching and learning-related activities that benefit your learners.



**Ako Aotearoa Central Hub**  
C/- Universal College of Learning  
Private Bag 11022, Palmerston North

Ian Rowe, Operations Manager  
**T.** 06 952 7153  
**M.** 027 626 3888  
**E.** i.rowe@ucol.ac.nz

Christina Crews, Administrator  
**T.** 06 952 7001 x70985  
**M.** c.crews@ucol.ac.nz



Keynote Professor Thomas Reeves, University of Georgia (left) discusses the symposium with Janet Walke, Universal College of Learning, and Andrew Jamieson, Massey University.

## Teaching with the Top Down: Adventures in interactive learning

*Terry Stewart, teaching consultant from Massey University, reports on a symposium held at the university's Palmerston North campus – sponsored in part by Ako Aotearoa.*

Professor Thomas Reeves, The University of Georgia, United States of America, was in Aotearoa, New Zealand during July, and his expertise in e-learning was a huge drawcard to the symposium. We were delighted that around 65 people attended, with staff from the Universal College of Learning (UCOL) and the Eastern Institute of Technology (EIT) joining a large group of Massey University staff members.

Thomas provided a stimulating keynote presentation entitled *Authentic Tasks: A key component of interactive learning in blended and online environments*. He noted the failure of e-learning to increase the quality and impact of teaching and learning. Although online learning was just as effective as face-to-face, in most cases, educators had not exploited the advantages the digital realm gave them. The reason for this was that educators had a focus on technology rather than the teaching and/or learning method.

Thomas argued that, to equip our students for 21st-century employment, further attention needs to be paid to the “Conative” domain – one that increases students’ motivation and the will to learn. He illustrated the main elements to effective learning, which included:

- challenging the students
- providing authentic tasks
- encouraging collaborative learning
- conducting formative assessment
- including reflective conversations
- allowing students to construct some of their own learning.

He noted the importance of course design: to ensure there was alignment between the goals and objectives, content, instructional design, learner tasks, teacher roles, the technology involved and assessment strategies. He used case studies to reinforce his argument and concluded the session with a discussion on authentic task design elements and how “quality” is easily recognised but less easily defined.

There were also three, 15 minute “home-grown” examples of interactive learning and teaching from EIT, Massey and UCOL. In Joyce Seitzinger’s (EIT) example, she explained that her *Technology in Learning and Teaching* team takes an activity-centred approach to course design using the OTARA course design framework in conjunction with her Moodle *Tool Guide for Teachers*. The team finds that this results in appropriate learning activities for students, whether for online, blended or face-to-face delivery.

On behalf of the organising committee, I thank Ako Aotearoa for supporting a worthwhile symposium.



Adrian Woodhouse, catering lecturer at Otago University (centre) demonstrates an interactive way to teach the chemistry of baking.

## The art of teaching innovative teaching techniques

*Rebecca Hunter (research assistant and foundation skills tutor, Workforce Development Ltd) reflects on a recent authentic learning workshop facilitated by Adrian Woodhouse, catering lecturer, Otago Polytechnic. (Adrian received a national Tertiary Teaching Excellence Award in 2008.)*

“As an educator I know a workshop has been effective when, at home that evening I work on assimilating the newly acquired knowledge into my courses. That’s exactly what happened following the authentic learning workshop run by Adrian Woodhouse at Workforce Development Ltd’s head office in Napier. I went home and unabashedly ripped off Adrian’s way of teaching ‘process’; applied his question dice to a plant identification game, and started creating a short relevant video resource which led to me filming students a couple of days later. And so far, feedback from students has been great!”

Adrian’s most innovative technique centres around creating relevant projects for students to take charge of; projects that easily incorporate a range of performance criteria from across the course curriculum, which include tasks that are real-life and

readily assessed. He has a refreshing view about how to teach without workbooks, using instead a variety of experiential learning and other techniques. The photo (left) shows how students learn about the chemical reactions in baking.

His enthusiasm and “can-do” attitude infused me with the confidence to “be wild” – to work within the prescriptive linear needs of the course design as required but also to extend outside of that at every opportunity.

Towards the end of the day, we broke into groups to “brainstorm ways in which the techniques we’d learnt that day could be applied in our courses”. My group included tutors who had already had those project ideas burgeoning in their minds; the workshop gave them the attitude and confidence to work towards having their organisations support their ideas.

It was inspiring to be shown examples of the authentic learning experienced by Adrian’s students, many of which were from student-driven projects. I came away with practical teaching and assessment tools and enthusiasm for developing methods that allow students’ creativity and humour to come through!

As Adrian told us, “student’s ideas will be just mind blowing, and tutoring will be more fun and more satisfying, as a result”.

## Central Hub Advisory Group – member profile

*Sara Greensill-Van Prehn has been the staff development advisor at the Western Institute of Technology at Taranaki (WITT) since May 2009 and is one of the newer members of Ako Aotearoa’s Central Hub Advisory Group.*

Sara is a trained and registered teacher of children aged 0 to 8 years who, for the three years immediately before her return to Taranaki and WITT appointment, was the early childhood advice and support coordinator for the Ministry of Education in Hamilton. Sara has a Master’s degree in adult education.

At WITT, Sara is responsible for the continuing development of all staff. This is a re-established position and she has enjoyed the blank canvas that has allowed her to implement a variety of strategies including the introduction and delivery of a diploma and certificate in tertiary learning and teaching (level six). She teaches parts of both qualifications and has established a continuing annual calendar of workshops and seminars for staff.

One of the key events for Sara this year at WITT was the professional development symposium for staff held in July. Two full days focused on more than 30 workshops, attracting 175 staff members and several teachers from Taranaki private education providers. Participants reported the event as being a useful recharge of their focus on students and good learning outcomes. Ako Aotearoa sponsored five of the workshops, including *Teaching in a Culturally Diverse Classroom* and *If portfolios are the solution; then what is the problem?*

Sara says it is both an advantage and a challenge working in a small organisation. She acknowledges that, while the scale of resources available is limited compared with the bigger players, members of staff are even more committed to learners and learning



Sara Greensill-Van Prehn (seated) and Tracey Hopkins, administrator, plan the next staff development event.

within the community. She sees her role as vital in supporting tutors to those ends. Her commitment to this work saw her being awarded the *Chief Executive’s Exceptional Service Award* last year.

On the Central Hub Advisory Group, Sara reports that she has benefitted from the support, ideas and resources provided to her by the other members. She depicts Ako Aotearoa as “gluing the tertiary sector together in a way that helps enhance learning and teaching practice”.

In her spare time, Sara is managed by her five-year-old son and helps her husband run their e-commerce and building businesses.

# Tertiary Teaching Excellence Award Recipients for 2011

Recipients have been awarded Sustained Excellence in Tertiary Teaching awards under two categories: General or Kaupapa Māori (identified with an \*).



**Sandra Lee Morrison\*** (Te Arawa, Ngāti Maniapoto, Ngati Rārua)  
Senior lecturer/associate dean  
School of Māori and Pacific Development, The University of Waikato

Sandra's teaching style honours where learners have come from and supports their individual learning styles.

*"If I could describe Sandy in one word it would be 'Rangatira' [chief/leader]."*



**Jon Harding**  
Lecturer  
School of Biological Sciences, College of Science, University of Canterbury

To breed a culture of learning success, Jon totally immerses his learners in the natural world.

*"Jon was the standout lecturer throughout my undergraduate degree. His engaging teaching style ... makes lectures exciting and the key messages clear and easy to recall."*



**Dr Ross McDonald**  
Senior lecturer  
Department of Management and International Business, The University of Auckland

Ross stimulates and challenges learners to find relevance in a rapidly changing world.

*"When I started teaching, I always had your lectures at the back of my mind as a blueprint for what good teaching should be all about."*



**Peter Bilous**  
Senior lecturer  
Avalanche Safety and Snowsport Instruction Programme, Otago Polytechnic

Peter ignites enthusiasm for his subject, imparts respect for the alpine environment and builds learner competence.

*"Pete's got heaps of energy and is very enthusiastic which helps keep [the] class going ... and he clearly is an expert in his field."*



Prime Minister's Supreme Award 2011  
**Professor Michael Walker\*** (Te Whakatōhea)  
School of Biological Sciences, The University of Auckland

Michael creates pathways for Māori and Pacific learners to succeed in science.

*"What I remember most was his continued drive to become the best teacher he could be ..."*



**Ksenija Napan**  
Senior lecturer  
Department of Social Practice, Faculty of Social and Health Sciences, Unitec

Ksenija challenges convention and takes learners on an amazing journey into social justice and mutual respect.

*"By sharing your creativity, humour, thoughts, insights and positions of non-expertise, you have helped make [becoming a counsellor] possible – thank you."*



**Dr Mary Fitzpatrick**  
Senior lecturer  
Department of Marketing, The University of Waikato

Linking theory with real world experience – Mary's infectious enthusiasm helps learners to understand what motivates consumers.

*"I don't see myself as a creative thinker but she [Mary] really got my imagination tingling."*



**Rena Heap**  
Senior tutor  
School of Science, Mathematics and Technology Education, Faculty of Education, The University of Auckland

As a role model, Rena aims to be what she wants her learner teachers to become.

*"You teach as if you've glitter in your veins! You have inspired me to teach."*



**Dr Leoni Schmidt**  
Professor and academic leader  
Dunedin School of Art, Otago Polytechnic

Leoni spreads her contagious enthusiasm for the insights of life and learning that can be gained through art education.

*"Thanks for everything ... You live in your heart."*



**Professor Kevin Gould**  
Professor of Plant Biology  
School of Biological Sciences, Victoria University of Wellington

Kevin employs every teaching tool in his botanist toolbox to enhance learner experience.

*"I would just like to say that I really enjoyed the lab today! It really made me think. I have decided. I would like to become a botanist."*



**Professor Robin Kearns**  
School of Environment, The University of Auckland

By testing learners' supposed boundaries and probing their potential, Robin challenges his learners to extend their academic pathways and careers beyond what they even imagine they can achieve.

*"Robin promotes a confidence in learners that their work matters."*

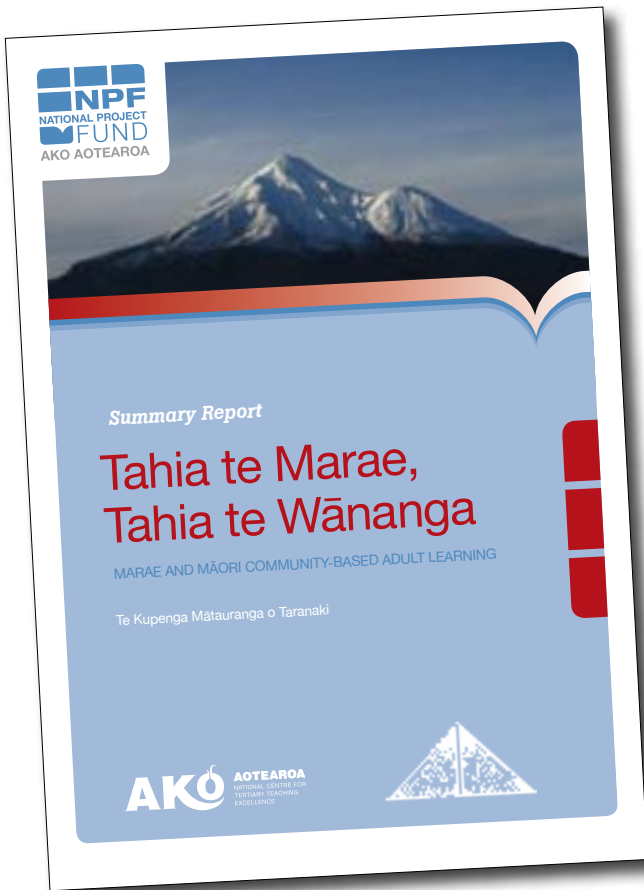


**Tony Zaharic**  
Senior teaching fellow  
Department of Biochemistry, Division of Health Sciences, University of Otago

Tony connects his learners to knowledge by weaving information together into engaging stories that inspire creativity and enhance learning.

*"He challenged us by putting forward questions that we had to think about. His passion for the subject inspired me."*

# Tahia te Marae, Tahia te Wānanga – Adult learning on the marae and in the community



E te marea, tēnā koutou katoa.

In the last issue of *Ako Aotearoa Alert* we described this National Project Fund project as being in its final stages of completion. We are pleased to announce that the summary and full reports are now available. Our congratulations go to members of the project team – Te Kupenga Mātauranga o Taranaki – who have done excellent work in exploring the effectiveness of the various marae and community-based adult education programmes in the

- strengthening of connections between individuals and collectives to enhance regional cohesion
- sustainability of Taranaki Māori practices and communities.

The project team members discuss the important implications these localised environments have for teaching and learning, because of their “inherent authenticity” and ability to engender a “feeling of belonging to a ‘homeplace’”. Team members also believe these environments “encourage participation as collectives” and recommend that taira (students) should be “encouraged to work collaboratively and gain inspiration and insight from one another”.

The report emphasises how adult education in marae and Māori community settings contributes to the broader aspirations of Taranaki Māori. Furthermore, it recommends that, to maximise the potential of these environments, local Māori communities need to be actively engaged and take a lead role in adult education in the region.

Taranaki Māori communities place high value on the distinctiveness of Taranaki Māori knowledge, and the team utilised an approach that applied five principles specific to Taranaki Māori throughout the research:

- self-determination in the Taranaki context
- validity of Taranaki Māori worldviews and importance of Taranaki Māori cultural heritage
- holism and interconnectedness
- benefits that will be achieved for Taranaki Māori
- supporting Taranaki Māori collectives, including both customary (for example, hapū) and new structures (for example, Te Kupenga).

To download the summary document and/or full report, go to: [www.akoatearoa.ac.nz/kupenga](http://www.akoatearoa.ac.nz/kupenga). Hard copies of the summary report are available by emailing the Ako Aotearoa communications coordinator at: [J.Tanner-Lloyd@massey.ac.nz](mailto:J.Tanner-Lloyd@massey.ac.nz)

Taranaki region that support the revitalisation of Taranakitanga (practices specific to Taranaki Māori). The summary report *Tahia te Marae, Tahia te Wānanga – Adult learning on the marae and in the community* – affirms the important role that marae and community-based tertiary education has in Aotearoa New Zealand. There is also potential for the project to be of great interest to indigenous and community-based education groups internationally.

The purpose of the project was to examine how regional education programmes meet community aspirations. The team members applied key Taranaki Māori principles in their approach to the research (described in paragraph 4). Report findings indicate there is significant value in informal adult teaching and learning on marae or in Māori community settings for the Māori of Taranaki. The research identified five ways through which marae-based learning environments contribute to Taranaki Māori aspirations through the:

- revitalisation and strengthening of a Māori identity
- broad development of Māori that improves their position in society
- acquisition, application and transmission of Taranaki Māori knowledge for community purposes

# Upcoming Events

## Late November

### 2011 Australia–New Zealand Horizons report launch and strategic technology workshops

Ako Aotearoa, in association with the Ministry of Education, Australasian Council on Open, Distance and e-Learning and New Media Consortium, will be hosting one-day events in Auckland, Wellington and Christchurch to launch the 2011 Australia–New Zealand *Horizons* report. Dates are yet to be finalised, but we are aiming for late November.

This report focuses on the impact of emerging technologies on post-secondary education in Australia and New Zealand. It considers what new technologies are likely to become important in the short term (less than one year), the medium term (two-to-three years) and the longer term (four-to-five years).

The events will include workshops to discuss the future of information computer technology in New Zealand education. The sessions will result in the development of specific actions for organisations to prepare for these emerging technologies.

Invitations to these regional events will be sent to specific interest groups, but provision will be made for other interested people from across the tertiary sector to attend. Places will be limited, so to register your interest, please email your Ako Aotearoa regional hub contact:

Northern Hub: Ruth Peterson – [ruth.peterson@aut.ac.nz](mailto:ruth.peterson@aut.ac.nz)

Central Hub: Ian Rowe – [i.rowe@ucol.ac.nz](mailto:i.rowe@ucol.ac.nz)

Southern Hub: Bridget O'Regan – [bridget.oregan@canterbury.ac.nz](mailto:bridget.oregan@canterbury.ac.nz)

Earlier editions of the *Horizons* report are available at: [www.nmc.org/publications](http://www.nmc.org/publications)

## 12 December

### Assessment – What really matters?

With the implementation of the Targeted Review of Qualifications (TRoQ) assessment practitioners have exciting challenges and opportunities ahead for exploring and refining assessment practice.

Ako Aotearoa, the New Zealand Qualifications Authority, Competency International Ltd and the Industry Training Federation are collaboratively organising a one-day workshop on Monday 12 December at the Brentwood Hotel, Wellington.

The workshop is targeted at assessment practitioners with a particular interest in vocational assessment and from a range of assessment contexts and workplaces (private training establishments, institutes of technology and polytechnics, industry training organisations, universities and schools). The critical thing will be that attendees come prepared to discuss the answers to several key questions that will be provided to them before the workshops.

The total cost for the day, including lunch, refreshments and papers is expected to be \$50 plus GST per person.

Spaces are limited to 100 participants, with a limit, initially, of two people per organisation. Registrations open in October, but to register your interest in attending, or to find out more about the event, please email [info@akoaooteaoroa.ac.nz](mailto:info@akoaooteaoroa.ac.nz)



**Tuia Te Ako**

Tuia te ākongā, tuia te ako, tui, tui, tui, tui

## Tuia Te Ako 2012

Tēnā koutou katoa.

I can now confirm the Tuia Te Ako 2012 hui will be held at Pipitea Marae, Wellington, 29–30 March next year, so please put the date in your diary now.

The Tuia Te Ako Planning Committee, Te Manu Mātauranga, has welcomed Janette Hamilton-Pearce (Te Wānanga o Awanuiārangī), Donnalyne Douglas (Skills Active ITO) and Te Tumatakuru O'Connell (Massey University) to the team.

I also take this opportunity to sadly farewell and thank Trevor Moeke and Dr Kathie Irwin for their valuable contributions.

The key themes for the hui are:

- Kaitiakitanga (Guardianship)
- Manaakitanga (Care and Support)
- Te Reo
- Whakamana (Empowerment).

These themes revolve around the saying *Toi te ako, toi te whenua, toi te mana!* (Celebrate learning, provide the foundation and build prestige!).

Interested people will be pleased to know that the cost will be the same as it was in 2010 – great value at \$75 + GST per delegate. The opening date for registrations will be available soon, and this will be posted on the Tuia Te Ako section of our website:

[www.akoaooteaoroa.ac.nz/tuiateako](http://www.akoaooteaoroa.ac.nz/tuiateako)

In the meantime, if you have any questions about the hui, please contact me direct at: [N.Apanui@massey.ac.nz](mailto:N.Apanui@massey.ac.nz)

Noho ora mai  
Ngahiwi Apanui  
Kaihautū Māori, Ako Aotearoa

**AKO** AOTEAROA  
NATIONAL CENTRE FOR  
TERTIARY TEACHING  
EXCELLENCE

### National Office

PO Box 756  
Wellington 6140, New Zealand

T. 04 801 0808  
F. 04 801 2682  
E. [info@akoaooteaoroa.ac.nz](mailto:info@akoaooteaoroa.ac.nz)  
W. [www.akoaooteaoroa.ac.nz](http://www.akoaooteaoroa.ac.nz)