



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

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



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

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

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 BRIDGET O'REGAN

News from the Southern Hub

Kia ora koutou. Welcome to the spring edition of the Southern Hub news (although, at the time of writing, the South Island is weathering a second wintry blast of snow to low levels). Workshops, a newly approved project, an international award and staff changes feature in this issue.

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Workshop facilitator Jennifer Leahy (centre) discusses the Ako Aotearoa publication with Judy Crous, Onsite Education (left), and Mabel Grennell, Te Whare Wānanga o Te Waipounamu (right).

He awheawhe taunaki i te ako – Workshops supporting evidence-based teaching and learning

It is a pleasure to report on the Southern Hub funded practitioner's guide workshops I foreshadowed in Issue 16 of *Ako Aotearoa Alert*. Jennifer Leahy, from the Southern Hub Advisory Group, and Tai Samaeli, ACE Aotearoa, are facilitating the workshops based on *A Tertiary Practitioner's Guide to Collecting Evidence of Learner Benefit* by Anne Alkema, published by Ako Aotearoa, around the South Island.

Although she is only at the start of this workshop tour, Jennifer has been impressed with the breadth of knowledge and experience that people so willingly share in the workshops. Participants have appreciated the opportunity to gather together, network, find out about the resource and, importantly, have relished the opportunity to reflect on their practice. Jennifer told me recently "I am really appreciative of this chance to workshop such a worthwhile resource and just delight in hearing of the stories, work, energy and commitment that people are giving to enable lifelong learning to succeed in Aotearoa, New Zealand".

One participant commented that the workshop "really brought the book alive". Other feedback from the sessions has included: "made me think outside the square"; "it was good to have time to reflect on why and how we collect evidence"; and "great platform for discussion in our organisation".

September workshops are planned for Christchurch and Greymouth; Oamaru in October, with Dunedin, Invercargill and Timaru also on the drawing board.

Ngā kaupapa mahi hou – Newly approved project

Effective use of interactive e-textbooks and e-workbooks on net tablets

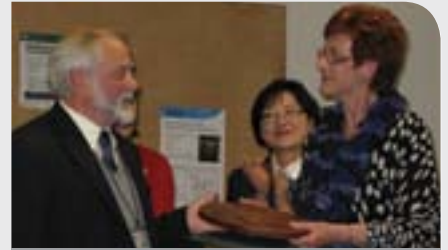
Selena Chan's (Christchurch Polytechnic Institute of Technology) newly approved project, *Developing interactive e-textbooks on net tablets*, brings together two aspects of learning technologies: mobile learning and e-books. These are predicted to become mainstream modes of learning within the next two years. Mobile computing, using net tablets and wireless internet access (WiFi), provides exciting opportunities to enhance student learning in practical workshop environments. In Selena's project, tutors will support students to use net tablets to construct their own interactive e-textbooks and e-workbooks. The purpose of the project is to evaluate this learning approach and develop a set of guidelines for the effective use of these new technologies.



He awheawhe Hei Tauira ki te Tai Poutini – Tai Poutini Polytechnic's Hei Tauira workshop

A beautiful waiata, performed by 18 staff from the Music and Audio Institute of New Zealand (MAINZ), set the scene for a successful workshop to explore the findings from the *Hei Tauira: Teaching and Learning for Success for Māori in Tertiary Settings* project. Janika Greenwood, from the University of Canterbury and project co-researcher, led the July workshop in Auckland for MAINZ, which is a division of Tai Poutini Polytechnic in Greymouth.

MAINZ staff examined the principles for success in relation to their own practice and discussed ways they could further involve students with local organisations, such as Māori Television.



A proud moment for Bridget O'Regan as she accepts the Arthur (Art) R King Jr Award for Curriculum Innovation on behalf of Ako Aotearoa.

He tohu ā-Ao mō Ako Aotearoa – International award for Ako Aotearoa

It was an absolute honour and privilege to accept, on behalf of Ako Aotearoa, the Arthur R King Jr Award for Curriculum Innovation at the PCC annual conference in Auckland recently. The award is covered in further detail on page 1 of this issue.

Members travelled from Australia, Korea, Taiwan, Japan, Fiji, Samoa, Mexico, the United States of America, Canada and Hawaii to attend this year's conference. The conference theme "The Unpredictability of Education" was appropriate this year, given that the conference was initially planned for Christchurch!

The PCC comprises educators and researchers with an interest in indigeneity, citizenship, globalisation and cross-cultural relationships. My membership of this wonderfully stimulating and rich community since 2001 has contributed to my own professional development and enhanced my skills in working towards a truly bicultural and multicultural society.

Te huri a te ao: he whakatau, he poroporoaki – Changes in leadership: farewell and welcome

I would like to extend a very big thank you to our director, Dr Peter Coolbear, who we farewelled at the end of July. Peter has been a passionate advocate for tertiary teaching and learning excellence. He has always taken a keen interest in all Southern Hub initiatives, and I have valued greatly his active support and encouragement. Our Advisory Committee has valued Peter's leadership and clear sense of purpose. We all wish him well in his new role with the Tertiary Education Commission and welcome our interim directors, Dr Sue Walbran and Professor Tom Prebble.

Ngā kaupapa mahi hou – Newly approved project

Enhancing learner clinical placements

The provision of quality clinical placements that reflect the shift in health care delivery from hospital to community care is an ongoing challenge for tertiary institutions' nursing programmes. Nurse Maude Association's Karen Betony intends her project to provide an overview of the range of current primary health care (PHC) clinical placements offered on Bachelor of Nursing programmes throughout New Zealand.

The findings are expected to identify innovative PHC clinical placements, barriers and opportunities and to make recommendations for developing quality PHC clinical placements. The project outcomes will enable current practice and learnings to be shared amongst providers of Bachelor of Nursing programmes as well as other areas of the health sector in which students undertake clinical placements.



Project team members: Philippa Seaton (left), Christchurch Polytechnic Institute of Technology; Karen Betony (centre), Nurse Maude Association; and Judy Yarwood, Christchurch Polytechnic Institute of Technology.

He kaiwhakaopeti hou – New hub convenor

We warmly welcome Dr Hamish Cochrane, Assistant Vice-Chancellor (AVC) Academic, University of Canterbury, to the role of Southern Hub convenor. Hamish joined the University of Canterbury's Department of Forestry in 1999 and is an environmental scientist with research interests in biosecurity, biosecurity policy, critical incident management and introduced pests and weeds. He is a past dean of engineering and forestry. In his role as AVC Academic, along with his oversight of the Southern Hub, he is responsible for policy and strategy related to academic programmes and teaching and learning.

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

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

- 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 taura (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. Hard copies of the summary report are available by emailing the Ako Aotearoa communications coordinator at: J.Tanner-Lloyd@massey.ac.nz

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

Central Hub: Ian Rowe – i.rowe@ucol.ac.nz

Southern Hub: Bridget O'Regan – bridget.oregan@canterbury.ac.nz

Earlier editions of the *Horizons* report are available at: 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



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 Awanuiārangi), 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

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

Noho ora mai
Ngahiwi Apanui
Kaihautū Māori, Ako Aotearoa

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