



Launch of *Hei Tauira* at the University of Canterbury in February. The authors Janinka Greenwood and Lynne-Harata Te Aika from the university's College of Education are pictured here with Dr Peter Coolbear (director, Ako Aotearoa) and Hon Dr Pita Sharples (associate minister of education).

Hei Tauira

A stunning Christchurch day set the scene for Hon Dr Pita Sharples' launch of the Ako Aotearoa publication *Hei Tauira* by Janinka Greenwood and Lynne-Harata Te Aika from the University of Canterbury. More than 200 people joined us at the university's Education Library to celebrate the launch and the important work behind it – the authors' full report *Hei Tauira: Teaching and Learning Success for Māori in Tertiary Settings*.

Hei Tauira is already receiving significant interest because of its unique approach to teaching and learning for Māori. Using participatory Action Research, blended with kaupapa Māori research methodologies, the authors examined four programmes across the tertiary sector that are achieving high success rates for Māori and identified the key factors that make these programmes successful for learners.

We are honoured to have Dr Sharples' unreserved support for the publication, which we believe reflects the quality of the authors' work and the importance of that work to teachers and learners across the tertiary sector. Supporting Māori achievement in education is critical to the future of Aotearoa, New Zealand. We believe *Hei Tauira* is already making a significant contribution to this goal.

With that in mind, we are sponsoring Janinka and Lynne-Harata to facilitate workshops on *Hei Tauira*. These will be arranged through our regional hubs. If you are interested in providing a workshop for your staff please contact the Ako Aotearoa hub office in your region.

Welcome

Welcome to the 9th edition of *Ako Aotearoa Alert*. Highlights of this issue include further details of Tuia Te Ako, our national hui for Māori tertiary educators, planned for 12 and 13 August. This hui promises to be a pivotal event in the continuing development of strategic thinking around achieving successful outcomes for Māori in tertiary education.

Announcements about our 2010 National Project Fund are included in this newsletter and accompanying flyer. As you will see, this year, we have tightened the priorities for the fund to areas where we see an urgent need for further work that will drive change to improve outcomes for learners.

On page 7 is a summary of the findings of our stocktake on qualifications and support for tertiary teachers, due to be published shortly. Significant issues of concern were identified in the stocktake and I believe further thinking is required around the system as a whole. We look forward to developing this debate.

Conference: Self-assessment for Quality: How do you know good when you see it?

Venue: Otago Polytechnic, Dunedin

Dates: 2–3 December 2010

Sponsored by Otago Polytechnic, the Quality Assurance Bodies and Ako Aotearoa, this conference will focus on the practice of self-assessment as a methodology for the enhancement of quality in all aspects of the provision of tertiary training and education.

It will be a conference of practitioners sharing practice to improve practice, and will be structured around interactive workshop sessions. The conference is relevant to all parts of the tertiary education sector and is targeted at people with a responsibility for managing, supporting or implementing processes for quality.

Contact for further information – Michelle Barron: michelle.barron@op.ac.nz

Dr Peter Coolbear

Director, Ako Aotearoa

NPF 2010 announcement

Kirsty Weir announces the details of the 2010 National Project Fund (NPF) – a strategic fund that supports evidence-based change in teaching and learning for the benefit of learners.



To date, the NPF has been an open, contestable fund to which applicant teams submit proposals in broadly defined areas. During the establishment phase of the fund, this approach worked well. We are now in a position where we can specify highly targeted priority areas in which to call for applications, or commission work. The NPF 2010 will also include an increased focus on its goals by selecting strategic projects with the greatest potential of resulting in demonstrable change for learners.

Focusing on the NPF goals

We will be placing increased emphasis on the NPF goals in the guidelines and selection processes during 2010. Such emphasis will include the following:

- To enhance educational outcomes for learners, we will ask project teams to describe how both immediate and longer term learner benefits will be measured. We will also be asking project teams to consider the application of the proposed work to practice.
- To contribute to developing a more coherent knowledge base of effective tertiary teaching, we have developed targeted priority areas in which to call for papers.
- We will be asking selection panels to give strong preference to collaborative projects, especially cross-organisational and cross-sector collaborations. In our experience, collaborative groups are less likely to propose narrowly focused projects and are better able to disseminate project findings through their diverse networks.
- All project teams will be expected to describe how their work will build research capability and capacity.

Research and Implementation Projects

We have identified five specific priority areas on which we will accept applications during 2010:

- evidence-based enhancement of teaching and learning at an organisational level
- exploring the experiences of tertiary teachers
- hearing and acting on the learner voice
- measuring and enhancing the value that organisations add to different groups of learners
- vocational education: measuring and enhancing employment outcomes.

We hope to fund one project in each priority area. Expressions of interest will close on 23 July 2010, and shortlisted full proposals will close on 8 October.

Māori Initiative Projects

The Māori Initiative Projects funding stream for 2010 will support projects that help to achieve Māori development and advancement through the enhancement of tertiary education. Applications will be accepted in two specific priority areas during 2010:

- kaupapa Māori approaches to tertiary education – a cross-sector framework to enhance the outcomes of Māori learners
- measuring the impact of tertiary education on Māori learners, their whānau and communities.

We hope to fund one project in each priority area. Expressions of interest will close on 23 July 2010, and shortlisted full proposals will close on 8 October.

We will also be awarding two additional Māori Initiative Projects through a request for proposal (RFP) process. The details of these RFPs will be available on our website by 31 May 2010.

Pacific Peoples' Projects

Pacific Peoples' Projects will no longer be allocated through an open, contestable process. Instead, the Ako Aotearoa Pacific Peoples' Caucus has decided that two projects will be commissioned, and a third project will be allocated through an RFP process. The RFP area will be announced on our website by 30 July 2010.

Details about the 2010 National Project Fund are now at <http://ako.aotearoa.ac.nz/national-project-fund>

Spotlight on Tertiary Teaching in Canterbury and Beyond

“An event for every tertiary teacher who believes in the importance of teaching”, by Helen Dobson, executive secretary of the Ako Aotearoa Academy of Tertiary Teaching Excellence.



Ngahiwi Apanui, kaihautū Māori for Ako Aotearoa, welcomes attendees to the opening session of *Spotlight on Tertiary Teaching in Canterbury and Beyond*.

The *Spotlight on Tertiary Teaching in Canterbury and Beyond*, held in Christchurch on 26 March, attracted over 160 teachers from organisations across the tertiary education sector, from the length and breadth of the South Island. The purpose of the event was to raise awareness of the importance of teaching quality, and to discuss and debate methods and techniques by which this goal might be realised in practice. The event also aimed to foster networking and collegiality among members of our diverse tertiary sector, to promote the extensive resources and expertise repository of both the Academy of Tertiary Teaching Excellence and Ako Aotearoa, and provide attendees with the opportunity to meet like-minded people.



Student representative Alana Boyd prompts the audience to think of what a student-centred institution would look like.

Sponsored by Ako Aotearoa's Southern Hub, the event was organised by nine Christchurch-based Academy members. The Academy comprises national Tertiary Teaching Excellence Award recipients who strive to foster excellence in teaching and learning by:

- sharing their practices
- acting as mentors to peers
- assisting other teachers to participate in awards
- promoting and debating aspects of tertiary teaching across the entire tertiary sector.

The day began with a welcome from Ngahiwi Apanui, Ako Aotearoa's kaihautū Māori, and an official welcome from the Academy. The opening session, "Student-centred learning", gave attendees the opportunity to choose between dual stream sessions around topics ranging from educational research through to tertiary teaching in the community, enhancing learning with a blend of online learning, and transmission of knowledge through song and dance.

Academy members and other educators shared their teaching philosophies in the afternoon session entitled "Lifting your game".

The final session of the day, a panel-led discussion around "Spreading the word: enhancing the teacher culture", gave attendees the opportunity to learn how to identify ways of improving the teaching culture in their organisations. The responses received during this session were compiled into a paper that attendees were encouraged to present to their organisations. This paper, along with copies of presentations, is available on the Academy website under the heading Canterbury Spotlight on Teaching.

The event was closed by Dr Peter Coolbear, Ako Aotearoa director, with a summary of the day's proceedings and an acknowledgment of its success, followed by a karakia from Haani Huata.

Spotlight on Tertiary Teaching in Canterbury and Beyond was the first of what is hoped to be many events hosted by the Academy of Tertiary Teaching Excellence aimed at providing teachers with the opportunity to talk and learn about teaching. Feedback through our event evaluation forms indicates many attendees found that the day far exceeded their expectations and they are looking forward to the next event.

The Academy of Tertiary Teaching Excellence works with Ako Aotearoa and other national and international organisations for the benefit of educators and learners across all tertiary sectors.

To find out more about the Academy go to www.akoaooteaoroa.ac.nz/academy

Academy showcases Paul Denny and PeerWise

Academy member, Paul Denny, will be travelling around New Zealand giving demonstrations of his software *PeerWise* – an online repository of multiple-choice questions that are created, answered, rated and discussed by students as a learning tool for their course.

These workshops will be run by the Academy and, in some cases, Ako Aotearoa regional hubs. A recent attendee had this to say:

"I was delighted to see Paul Denny's presentation on PeerWise when the Academy visited Otago recently ... The quality of his presentation, and the fact that in my opinion his 'product' ticks many of the boxes for student-centredness and collaboration, have made it clear to me first why Paul was a worthy recipient of an TTEA [Tertiary Teaching Excellence Award] and secondly, the value of the Academy bringing initiatives to teachers around the country to disseminate good practice."

The next academy-hosted *PeerWise* demonstration will be in Wellington on 8 June, with further events planned for Auckland, South Auckland and Hamilton. If you would like further information, or to reserve your place, please contact academy@akoaooteaoroa.ac.nz

BY IAN ROWE

News from the Central Hub

Hello to all the tertiary educators in the Central Hub. As the weather turns colder, our days are getting busier. We are gearing up for exciting events and are pleased to announce the completion of some of our Regional Hub Funded Projects.

Regional hub project helps improve induction for new teachers

A recently completed Central Hub-funded research project has led to several exciting innovations in work with early career academics, including a resource flyer for use in academic development programmes, the extension of the research internationally and the development of a new programme for early career academics.



Dr Yuichi Hirose (centre), a participant on the "Developing Scholarly Habits" programme, looks at the flyer developed by researchers, Kathryn Sutherland (left) and Lesley Petersen (right).

The project *The Success and Impact of Early Career Academics in New Zealand Tertiary Institutions* by Kathryn Sutherland, Victoria University of Wellington, and Lesley Petersen, Eastern Institute of Technology, focuses on what contributes to successful beginnings for careers in academia. In the course of the project, the authors conducted workshops at two institutions with a pilot group of 16 participants. One tangible outcome of the pilot project was the development of a resource flyer, designed for academic developers, managers and mentors to use



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

with early career academics. The flyer raises questions around the personal characteristics exhibited by successful early career academics, and has been used at Orientation programmes for new academics at two institutions, and in a mentoring scheme at another.

In terms of research, the pilot group of 16 participants has now been supplemented with research undertaken at three other New Zealand institutions, four universities in Sweden and three universities in Canada, with nearly 70 participants now involved.

This data collection has influenced the creation of a pilot development programme for early career academics (less than five years into their academic careers) at Victoria University of Wellington, called "Developing Scholarly Habits". The programme features mentoring, workshops, time-use logs, and peer observation and support, and began in February 2010 with a three-day off-campus retreat. Participants are already reporting an increase in research productivity, more effective teaching preparation and enhanced student learning as a result of their involvement in the programme. The "Developing Scholarly Habits" programme has also received further funding from Victoria University of Wellington's research fund.

Copies of the flyer are available from Ako Aotearoa or the researchers. For the detailed report go to project outputs on the Central Hub page of the Ako Aotearoa website.

Improving Participation, Retention and Progression of Māori Tertiary Learners in the Whanganui Region

This recently completed collaborative project was funded by Ako Aotearoa's Central Hub. The project partners, Tupoho Whānau Trust and Whanganui Learning Centre Trust (WLCT), are two private training establishments (PTEs) specialising in foundation learning: literacy, language and numeracy in English and te reo Māori. These partners share an interest in improving access to, and providing education for, Māori in the Whanganui region. The aim of the project was to improve educational outcomes for Māori learners by bringing together the individual strengths of each PTE, exploring possible joint initiatives and offering greater opportunities to foundation level learners.

The pilot programme built upon established and emerging networks. The project partners worked to strengthen established networks and extend those that would bring most benefit to the project's aims. Positive outcomes of the project that will assist teachers include: a literature review that identified gaps in the knowledge and practice of adult foundational level Māori education, conjoint course development, complementary course programming, engaging in joint professional development initiatives for staff, sharing teaching resources, exchanging teaching staff and jointly developing learning resources.

Overall, this report describes how two organisations with a common goal proceeded to engage for the continuing benefit of their students and the community.

To read the full report go to the *outputs* link on the central hub page of the Ako Aotearoa website.

PROFILE: Greg Durkin, chief executive officer, New Zealand Flooring Industry Training Organisation

I had the pleasure of interviewing Greg Durkin, who is deeply committed to the Ako Aotearoa mission of providing the best possible outcome for all learners by bridging gaps between tertiary education sectors, individuals and industry. Not only has Greg had a valuable role in the Ako Aotearoa Central Hub Advisory Group (CHAG), but he has been a panellist for the Tertiary Teaching Excellence Awards since 2007.

During our discussion, Greg described industry as an often silent but important aspect of the tertiary sector. He feels it is important the CHAG supports connections of industry training organisations (ITOs) and industry to the rest of the tertiary teaching sector. He believes this support helps to create opportunities outside of "individual silo" thinking and, instead, draws together common themes and ideas in a support network.

When given a choice between competitive versus collaborative activities, Greg (as chief executive officer of the New Zealand Flooring ITO) focuses on collaboration within industry. As he describes it, the Flooring ITO "puts people in front of people". Its role includes facilitating training, setting standards for the flooring industry, and providing strategic leadership for training, future growth and management of resources and skills. At the end of 2009, there were 647 industry trainees with the Flooring ITO. Two-thirds of these trainees are involved in three- to four-year apprenticeships. Through the mentorship programme called "Are You Ready?", his staff are in their 11th year of promoting learning and connecting students to programmes where they can succeed.

Greg says that, by the Central Hub supporting an increasing number of projects, the quality of teaching and learning practices has improved: "positive change often comes about from little nudges as well as giant leaps". Greg sees Ako Aotearoa as an "agent of change" for the future and its projects as a springboard for networking and discussion groups that enhance the tertiary teaching community and benefit all sectors, as well as industry, local community and society.



Greg Durkin, chief executive officer at New Zealand Flooring Industry Training Organisation and member of the Ako Aotearoa Central Hub Advisory Group.

Upcoming PeerWise workshops in the Central Hub region

PeerWise, an online repository of multiple-choice questions that are created, answered, rated and discussed by students as a learning tool, will soon be coming to the Central Hub region. We are organising workshops in Napier, New Plymouth, Gisborne, Palmerston North and Wellington. These workshops will be presented by the co-developer of *PeerWise*, Paul Denny, who is a senior tutor in computer science at The University of Auckland and a 2009 recipient of a Tertiary Teaching Excellence Award. If you are unfamiliar with *PeerWise* here is a brief overview of this valuable and innovative educational tool.

At the beginning of term, each course using *PeerWise* starts with an empty repository that grows gradually as the course progresses and students create and critique relevant questions. All activity remains anonymous to students, however, instructors are able to identify the authors of questions and comments and have the ability to delete inappropriate questions. In practice though, instructor moderation is almost never necessary. *PeerWise* is often used with practically no staff involvement.

PeerWise supports collaborative learning. It involves not just questions and answers but explanations and responses with discussion threads that include difficulty and quality ratings for course materials. For both educators and students, *PeerWise* encourages reflection on learning as students express understanding in their own words, and also encourages peer discussions around learning. It assists educators to identify any problems or weaknesses in presentation of materials. Further information is available at: <http://peerwise.cs.auckland.ac.nz>

We will be announcing workshop times and dates on our regional hub page of the Ako Aotearoa website. Space is limited so early enrolment is encouraged.

Tuia Te Ako – Tui Tui TuiTuia

Ngahiwi Apanui, kaihautū Māori, brings further news of the prominent and respected keynote presenters for our national hui, and reminds people to book their place!

Planning for the Tuia Te Ako hui, to be held 12–13 August on Pipitea Marae in Wellington, is well advanced and registrations are now open. We encourage you to go to the Ako Aotearoa website (www.ako.aotearoa.ac.nz/tuiateako) and complete the registration form to ensure you don't miss out. The programme is now also available on the website. In the meantime, we are honoured to confirm our keynote speakers below.



Each keynote presentation will introduce a conference theme that will open a strand of strategic discussion. This will be built on by the panel discussions that follow, and then explored in depth by hui delegates in the facilitated workshops concluding each session.

The conference themes are as follows.

- **Rangatiratanga/Leadership in the Tertiary Sector** – what is leadership in the Māori tertiary sector and how do we build capability? The keynote speaker for this presentation will be Emeritus Professor Whatarangi Winiata.
- **Ahu Whakamuatanga/Māori/Iwi Advancement** – Hana O'Regan's address will start the discussion on the following. What is the alignment between tertiary education and Māori advancement aspirations? How important is this alignment? How can Māori in tertiary education work with whānau, hapū, iwi and Māori groups to assist them to realise their aspirations?
- **Whakawhitiwhiti Whakaaro/Discussion of Māori Tertiary Education Issues** – how important is whakawhitiwhiti whakaaro to contribute to the discussion? How does it contribute to advancing thinking and how can we keep it progressing? Professor Linda Smith's presentation will introduce this theme.
- **Whakawhanaungatanga – Building Community in Māori Tertiary Education** – Professor Sir Mason Durie's presentation will lead the discussion on "Can Māori educators in a diverse and competitive tertiary sector work together for the betterment of all?".

Hui programme

While the hui programme is currently being finalised, it is important to note there will be no call for papers. The planning committee is keen to provide delegates with the opportunity to interact, discuss and give feedback on the key themes, and there will be several facilitated workshops that will provide further opportunity for discussion to take place.

E te whānau, kia kaha tātau ki te rēhita i ō tātau ingoa mō te hui nei kei mahue ētahi ki waho. Nā reira, nau mai, haere mai.



Tuia Te Ako 2010

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

Tertiary practitioner education training and support – Taking stock

Dr Peter Coolbear foreshadows the findings of this comprehensive stocktake of tertiary qualifications.

As outlined in the November issue of *Ako Aotearoa Alert*, Ako Aotearoa recently commissioned Projects International to undertake a stocktake of qualifications and formal and informal support available to new tertiary teachers in New Zealand. The project included a detailed survey of qualifications available in New Zealand, an evaluation of enrolment patterns and completion data, interviews with a range of key providers and online surveys of tertiary education organisations about selection development and support for new staff. This comprehensive piece of work is now nearing completion and will be published towards the end of May.

The stocktake raises significant questions for the tertiary decision makers and tertiary professional development community in New Zealand about the nature of professional development provision for new teachers in the tertiary sector.

Key findings from the work are outlined below.

- **Different parts of the tertiary sector are in the process of rethinking their approaches to the induction and support of new teaching staff.** However, approaches vary widely from institution to institution.
- **Publicly available summary data on the range of qualifications available for tertiary teachers is confusing.** Initial keyword searches of national databases indicated there were 106 qualifications available to tertiary teachers from certificate to master's level. However, almost a quarter of these were identified as not intended for the education and training of tertiary staff. Of the 81 qualifications correctly identified by the metadata, 62 were active.
- **More than 8,000 people gained a tertiary teaching qualification between 2004 and 2008, with over 75 percent gaining qualifications at Levels 4 or 5.** Of the Level 4 and 5 certificates gained, 74 percent were national certificates.
- **A significant number of qualifications do not appear to be graduating sustainable numbers of students.** For example, 75 percent of all qualifications awarded during this period were for completions in just 13 percent of the qualifications (three national and five local).
- **Graduate profiles for different qualifications are highly variable.** Many provide very limited information about the skills, knowledge and attributes that employers may expect from graduates.
- **It is difficult to identify clear academic progression between qualifications at Levels 4, 5 and 6 or between Levels 8 and 9 in published graduate profiles.** The popularity of local Level 6 qualifications fell dramatically between 2004, when there were 243 qualifications issued, and 2008, when 11 were issued. Data suggests that demand for postgraduate qualifications is increasing.
- **There are distinct differences between different parts of the sector in the importance attached to teaching qualifications.** Private training establishments (PTEs) place a higher value on prior teaching experience and qualifications as a selection criteria than other parts of the sector, but most institutes of technology and polytechnics (ITPs) and PTEs require

full-time staff to gain tertiary teaching qualifications, or the equivalent, after starting employment. Around half of the respondents in both of these sub-sectors require part-time staff to gain such qualifications.

- **There are distinct differences between sectors in the types of support offered to new teaching staff.** A much larger proportion of ITPs offer reduced workloads to support new teaching staff than either universities or PTEs. The majority of PTEs, and just under half of the ITPs, offer mentor support, while team teaching is also a favoured support approach in a large number of PTEs. Most providers offer induction programmes to new staff, with these programmes having very similar content, with the exception that the universities generally do not include moderation of assessment as a significant component of their programmes.
- **Most industry training organisations (ITOs) require their assessors to undertake formal training in assessment and offer induction courses for new assessors.** Most responding ITOs use mentoring support for new staff and/or membership of assessor networks as key components of support programmes.

One of the most interesting (and perhaps surprising) findings of the study is that we have been unable to identify any consensus on the core competencies for new tertiary teachers. There is clearly scope for further discussion here and we intend to pursue this in the near future.



Taking the Lead workshops now available

Ako Aotearoa and the authors of *Taking the Lead* – Dr Andrew Higgins and Emeritus Professor Tom Prebble – are pleased to offer workshops on strategic management for e-Learning. These are designed to support strategic decision making in the provision of e-Learning by tertiary education providers.

The workshops are based on the key findings from the authors project, which were published by Ako Aotearoa in a summary guide. The work was endorsed last August by the Minister of Education, Hon Anne Tolley.

If you wish to hold a workshop for your staff, facilitated by one of the authors, please email the Ako Aotearoa regional hub coordinator in your area.

Northern Hub: ruth.peterson@aut.ac.nz Central Hub: i.rowe@ucol.ac.nz
Southern Hub: bridget.oregan@canterbury.ac.nz

Ako Aotearoa will assist in the organisation of the workshop in collaboration with your nominated contact and meet the costs involved.

Supporting excellence in teaching and learning – An Australian experience

Lesley Petersen, teacher development advisor at Eastern Institute of Technology in the Hawke's Bay took up the opportunity in 2009 of a one-year contract with Queensland University of Technology (QUT) in Brisbane. She explains here the nature of her work as QUT's learning and teaching developer (awards and grants) on an Australian Learning and Teaching Council (ALTC) funded project. The ALTC is Ako Aotearoa's more highly resourced counterpart for the Australian university sector.

In 2008, QUT and most other Australian universities received one-off funding from the ALTC under the Promoting Excellence Initiative (PEI). The aim of the funding was to build and/or consolidate the processes universities use to engage constructively with ALTC programmes (awards, grants and fellowship schemes). I was employed to project manage QUT's involvement in this national grant scheme.

My key responsibilities included developing and managing a range of approaches to build the capacity of staff. This involved applying for ALTC awards, grants and fellowships, and included: resource development, online support, workshops and one-to-one consultations. My role also included project management inclusion in the application stage of grants and fellowships.

I was one of a team of four working in the Awards and Grants Service (AGS), situated within the Teaching and Learning Support Services section of the university. Our collaboration with other sections and, of course, the faculties across the university was significant to the operations of the AGS. QUT was taking a whole-of-organisation approach to build its capability in teaching and learning, so collaboration included numerous departments across the university. For example, at the time of my arrival, a major redevelopment of the AGS website was under way to strengthen its capacity as a significant resource for current and future ALTC applicants.

It was an exciting and dynamic environment to work in. I had the scope to introduce new initiatives to achieve the expected outcomes of this project, namely supporting QUT staff in building their capacity to scope, plan, manage and evaluate a teaching and learning project, and disseminate the outcomes of these projects in a timely fashion.

For example, a Community of Practice for project managers of QUT-led ALTC projects was established. Its aim was to support and enhance the project management capabilities of project managers of ALTC grants. The group met monthly to discuss issues and share experiences, ideas and resources. It also provided a forum for training and development initiatives that helped further extend project managers' capabilities and networks. One of the impacts of this initiative was a raised awareness of the relevance of project management to the domain of learning and teaching.

My work was also integral in the design of a workshop series for ALTC prospective and current award, grant and fellowship applicants, which was underpinned by a project management methodology. Eighteen workshops were facilitated during the year to encourage prospective applicants to start planning their ALTC project and drafting their applications. Topics included: *Writing your ALTC grant proposal*, *Reflective writing and identifying your theory base*, and *The teaching portfolio*.

Other initiatives included the design of an online survey tool to gather applicant feedback. An evaluation plan formed a fundamental part of the PEI implementation strategy.



Lesley Petersen pictured here in Brisbane during her year at Queensland University of Technology. Lesley was employed to project manage the university's involvement in the Australian Learning and Teaching Council's national grant scheme.

Apart from enjoying the fabulous weather and lifestyle of Queensland, an exciting consequence of my work with QUT was the AGS being awarded a Vice-Chancellor's Performance Excellence Award in November. This prestigious award certainly contributed to making the whole experience of my time at QUT worthwhile.

Lesley is a member of the Ako Aotearoa Central Hub Advisory Group and has previously contributed as a panel member to the Ako Aotearoa National Project Fund.



National Office

PO Box 756
Wellington 6140, New Zealand

- T. 04 801 0808
- F. 04 801 2682
- E. info@akoatearoa.ac.nz
- W. <http://www.akoatearoa.ac.nz>