



The joint launch of *Kaiako Pono* at Te Puni Kōkiri offices in August. Left to right are: Dr Peter Coolbear, national director, Ako Aotearoa; Sir Wira Gardiner, chair of the Tertiary Education Commission and Leith Comer, chief executive, Te Puni Kōkiri.

Kaiako Pono summary on Māori mentoring in the tertiary sector

Our recent hui – Tuia Te Ako – provided us with an ideal opportunity to join with Te Puni Kōkiri (which was also a major sponsor of the hui) to launch the summary document from our joint project – *Kaiako Pono: Mentoring for Māori Learners in the Tertiary Sector*.

Sir Wira Gardiner, chair of Tertiary Education Commission, launched the publication at Te Puni Kōkiri offices at the end of day one of our hui. We were delighted to see so many delegates join Te Puni Kōkiri and Ako Aotearoa staff and guests at the event.

The 12-page summary document captures key points and findings from the full report of the same name, written by Pania Tahau-Hodges from Te Puni Kōkiri. The summary document is produced in English, with a separate Te Reo summary on pages 7–9. It covers formal and informal mentoring, conceptual frameworks, models of mentoring that work for Māori learners, measuring success, conclusions, areas for further study and a list of the 21 participating tertiary institutions.

Copies of the summary document were made available to delegates on day two of the hui and are now downloadable from our website, along with the full report, at: www.akoatearoa.ac.nz/kaiakopono

If you would like to receive a hard copy of the summary document, please contact our communications coordinator, Jill Tanner-Lloyd, at: J.Tanner-Lloyd@massey.ac.nz

Welcome

We are back to our usual format in this issue of *Ako Aotearoa Alert* and have a lot to report on: so much so we have held some items over to the next issue so we can do justice to both the Tertiary Teaching Excellence Awards and our national hui, Tuia Te Ako.

It was particularly encouraging to see the high level of national media coverage for the Tertiary Teaching Excellence Awards, with two of our awardees, Scott Bregman and Te Kahautu Maxwell, featuring on television and national radio. New Zealanders deserve the highest standards of tertiary teaching. It is good to remind ourselves that we have some absolutely superb teachers in the tertiary sector and give them the recognition they deserve. Congratulations to all awardees, especially to Marty Vreede from Whanganui Universal College of Learning who deservedly earned the Prime Minister's Supreme Award.

A week after the awards dinner we hosted our national hui, Tuia Te Ako, at Pipitea Marae, with 270 participants attending. This was an inspiring two days, full of discussion on how tertiary education might better serve Māori advancement. It was a great event, with brilliant speakers and robust and challenging discussion. A big thank you goes to all who took part. For those who missed it, visit our website www.akoatearoa.nz/tuiateako for further information. Readers can rest assured, we will not be leaving it at that. We are working to write up the hui proceedings and take them on to Te Toi Taurima mō te Matariki conference at Waiariki Institute of Technology 5–7 October.

In the meantime, we are in the process of working through applications for our 2010 National Project funding round, as our first projects, funded at the end of 2008, come to completion. This fund is very much designed as a change fund to improve outcomes for tertiary learners. Our mid-July work-in-progress colloquium for present National Project Fund teams affirmed for us that we are on the way to fulfilling this aspiration. We will report on this and other exciting work in our next issue.

A handwritten signature in black ink that reads "Peter Coolbear". A horizontal line is drawn underneath the signature.

Dr Peter Coolbear

Director, Ako Aotearoa

Tertiary Teaching Excellence Awards

Dr Peter Coolbear pays tribute to the award recipients for 2010



An excellent night – the 2010 recipients of the Tertiary Teaching Excellence Awards pictured with Hon Steven Joyce, minister for tertiary education.

The build up to the Tertiary Teaching Excellence Awards ceremony is a much anticipated time for me and the staff at Ako Aotearoa. It is even more so for the nominees awaiting the results. Within a few hours, the celebration at the Beehive is over, but that is often just the beginning of a new journey for the successful recipients. Our congratulations again go to the 11 awardees featured opposite. I thought this year's ceremony was as warm, collegial and momentous an occasion as last year's. Our thanks go to Hon Steven Joyce, minister for tertiary education, who was an excellent host.

This year's awards signalled a positive move towards greater inclusivity and recognition of teachers across the sector. We are delighted that Te Kahautu Maxwell was the successful awardee under the new category – Sustained Excellence in Teaching in a Kaupapa Māori Context. It is satisfying that, through our Māori Caucus, we have been able to influence the development of the awards in this way.

The star of the evening was Marty Vreede, who received the prestigious Prime Minister's Supreme Award, with an additional \$10,000 to take home. Marty, a senior lecturer in printmaking at the Quay School of the Arts, Universal College of Learning (UCOL) Whanganui, epitomises the kind of teacher who receives this level of recommendation. With 20 years' teaching experience, Marty has helped build UCOL's fine arts programme to an internationally recognised degree-level course. His knowledge and skills of printmaking have been shared with a diverse range of students from art studio novices, to advanced tertiary students. He has established the Te Awa Toi programme for secondary schools, and provides opportunities for the wider community to experience printmaking as well.

Emeritus Professor Noeline Alcorn, chair of the Tertiary Teaching Awards Committee, says the quality of the winning portfolios was humbling. The diversity of situations in which excellence in teaching occurred was also striking. This group of exceptional teachers demonstrated passion for what they were teaching and for the achievement and wellbeing of their students. They are an inspirational group.

In conclusion, I would like to add that once again the panel have had the hard, but immensely rewarding task of identifying the award winners from a very wide range of exceptional tertiary teachers. Each of the winners is an inspirational educator who has made a tremendous contribution to their discipline and their learners. These are people who open up new horizons for their students and change lives.



Tertiary Teaching Excellence Awardee Profiles



Maxine Alterio
Principal lecturer,
Educational Development
Centre, Otago Polytechnic

Inspirational, empowering, inventive and awesome, are the terms her students use to describe Maxine. A highly sought-after mentor to her colleagues in New Zealand and overseas, Maxine breathes vitality into the process of learning for students from first year to postgraduate.



Dr Angie Farrow
Senior lecturer, School of
English and Media Studies,
Massey University

Angie inspires students and brings learning alive. For her, teaching is a lifelong vocation with the power to transform the students and communities she touches. As a teacher, Angie "needs to travel to new places and have the power to take others with me" – so she puts students at the heart of her work.



Emily Parker
Associate professor,
Department of Chemistry,
University of Canterbury

A passion for the exquisite detail of the world of atoms, molecules and chemical transformations informs Emily's teaching. She feels privileged to share her excitement with students by providing this world with meaning, context and relevance. Her student-centred teaching philosophy underpins her interactive teaching. A colleague comments: "teaching is a dialogue between Emily and the students". First years benefit from practical demonstrations and links to the familiar.



Dr Phil Bishop
Senior lecturer,
Department of Zoology,
University of Otago

Education and frogs are Phil's passions, intertwined in nearly every aspect of his professional life. Phil's dedication to teaching, from Year 1 to PhD, is illustrated by an impressive list of initiatives including the "Biology Button" (electronic resource centre), and an externally funded Internationalising the Curriculum project.



Marty Vreede
(Prime Minister's Supreme
Award Recipient for 2010)
Senior lecturer,
Printmaking, Quay School
of the Arts, Universal
College of Learning,
Whanganui

Marty is passionate about printmaking and teaching. He is described as "a man who is generous with his time and knowledge, a man of integrity with a massive heart". Speaking about his teaching, a colleague said, "It's a type of learning and teaching magic you feel in your head and heart and feel fortunate to witness". He includes local iwi knowledge, contemporary indigenous art forms and philosophies from around the world in his teaching.



Kelly Pender
Senior academic staff
member and programme
coordinator, Certificates in
Fitness, Bay of Plenty
Polytechnic

Kelly is a dynamic teacher and leader who excels in supporting his students to achieve their potential. He has a very diverse range of students on his programmes, and goes out of his way to build a whānau ethos within each class. Every student is valued for the contribution they make. He acknowledges his own role models as he has developed as a teacher, and works hard to be a role model himself.



Scott Bregmen
Senior tutor and
programme coordinator,
School of Health and
Wellbeing, Wellington
Institute of Technology

"Amusing, empathetic, encouraging, entertaining, friendly, learned, practical, serious and zestful" are words used to describe this enthusiastic and committed teacher. For the last 12 years Scott has taught a work-skill based programme for people with long-term illness, injury or disability. He inspires new ambition and confidence in his students.



Margaret Henley
Senior tutor, Department
of Film, Television and
Media Studies, The
University of Auckland

"Margaret is an unusually gifted, passionate and innovative educator", writes a colleague. She is someone who truly inspires students and teachers. Her untiring efforts are fuelled by her delight in teaching and determination to make a difference in the lives of her students.



Te Kahautu Maxwell
(inaugural recipient of the
new category: Sustained
Excellence in Teaching in
a Kaupapa Māori Context)
Pūkenga matua, Te Pua
Wānanga ki te Ao i Te Whare Wānanga o
Waikato / Senior lecturer, School of Māori
and Pacific Development, The University
of Waikato

Te Kahautu Maxwell has iwi affiliations to Te Whakatōhea, Te Whānau ā-Apanui, Ngāi Tai, Ngāti Awa, Tuhoë, Ngāti Porou and Ngāti Maniapoto. Teaching in English and Māori at undergraduate and postgraduate levels, Te Kahautu believes his role is "to empower the learners to be the architects of their own destiny and to ensure they understand the relevance of their study to te Ao Māori".



Dr Alison Campbell
Senior lecturer,
Department of Biological
Sciences, The University
of Waikato

Alison believes that "the development of enhanced scientific literacy... is a critical dimension of modern-day citizenship". A student comments: "Never before have I had the opportunity to learn from someone with such infectious enthusiasm ...". More than 700 secondary school students a year come to know Alison as the "skull lady" as the result of her seminars on human evolution in the Waikato Experience of Biology days, which she initiated 11 years ago.



Sara Kindon
Senior lecturer, School of
Geography Environment
and Earth Sciences,
Victoria University of
Wellington

Sara Kindon describes her teaching philosophy as unsettling learner's assumptions. She takes innovative approaches to disrupting students' understanding of place and of the geographies of power and exclusion; students explore downtown Wellington blindfolded, walk a high ropes course, and visit soup kitchens and marae.

To read the full awardee profiles please go to:

<http://ako.aotearoa.ac.nz/ako-aotearoa/ako-aotearoa/resources/pages/tea-2010-winners>

BY IAN ROWE

News from the Central Hub

Many professions include mentoring structures to help individuals to become competent and continue their professional development once they are qualified. The hub is pleased to announce two new projects have recently been approved and both focus on mentoring: one for teachers and one for students. The projects both have the potential to directly improve the quality of the learning and teaching in their respective organisations.



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

Adult Literacy and Numeracy Symposium 2010: 'Engaging Māori Learners': An Educator's Experience

I asked Annette Aubrey, literacy and numeracy leader at UCOL Palmerston North, to give us her impressions of the symposium.

A rich mix of culture, language and learning, in tandem with theory and practice, was brought together in a symposium hosted by the Waiariki Institute of Technology (supported by Ako Aotearoa and Te Wānanga o Aotearoa) in late June. The event provided an excellent platform for New Zealand adult educators to focus on ways of being responsive to and engaging Māori learners by embracing and integrating Māori pedagogy and approaches to teaching.

Brendon Te Tiwha Puketapu, director of the Māori Strategy Directorate at the Tertiary Education Commission, delivered a strong, informative and illuminating keynote speech in which he provided an overview of the Māori Strategy Directorate and spoke on ways to ensure tertiary education connects with, delivers to and meets the aspirations of Māori and Pacific peoples. Drawing on personal experience, Brendon challenged workshop members to be "participants in change, rather than observers", and to work collaboratively to ensure the best possible outcomes for Māori and Pacific learners. His passion for his work was evident. The anecdotes, jokes and stories injected throughout his keynote speech skilfully illustrated powerful messages and themes, and provided examples of literacy and numeracy activities that focus on what he termed "context Māori".



Annette Aubrey discusses the symposium with fellow UCOL literacy and numeracy advisor Gillen Smiler.

Workshops

Of the 12 appealing workshops offered, I attended the following:

Responsiveness to Māori: Engaging Māori Learners with Numeracy, an interactive workshop presented by Robyn Averill, explored the use of research-based frameworks designed to enhance the numeracy learning experiences of Māori students and facilitate their engagement and achievement. Robyn is a lively and engaging presenter who offers participants a range of practical activities, models and perspectives.

I also chose *Through My Father's Eyes: Engaging the Indigenous Learner*, presented by the Bachelor of Teaching team from Te Wānanga o Aotearoa, and *Ma te huruhuru te manu karere – With Wings the Bird will Fly*, presented by Graeme Smith and Mei Winitana also from Te Wānanga o Aotearoa.

What I learned and experienced at this symposium will make a considerable impact on my future teaching practice. Thank you to everyone involved in the symposium.

Ako Tuākana-Tēina: e-Belonging; Construction and Evaluation of a Cyber Whare for Māori Distance Students

Caroline Rawlings, kaiārahi akoranga Māori (Māori learning advisor) from The Learning Centre Te Wāhanga Whakapakari Ako at The Open Polytechnic of New Zealand, leads this most recently approved Central Hub funded project. The programme will focus specifically on the improvement of Māori student engagement, retention, success and progression to higher levels of learning. The project's main goal is the creation and evaluation of an online peer mentoring programme.

The idea is that a "virtual marae" is a space where Māori values operate so peer mentoring activity can support Māori distance students in their study. The programme is designed to improve the achievement and progression of Māori students studying National Qualifications Framework (NQF) Level 4 programmes at a distance through the provision of culturally relevant support. It is well documented in research that students' self-confidence improves when they feel connected, accepted and that they belong; self-confidence fosters learning competence. The project will be informed by learning motivational theory and a strengths approach in order to foster students' competence and confidence, and assist them to complete their courses successfully and progress to higher levels of learning. The pilot programme will involve around 60 Māori students studying NQF Level 4 programmes. Once the pilot stage is completed, and if successful, the programme will become a core component of The Learning Centre's suite of support programmes for Māori students. The programme has the potential therefore to influence up to 300 students per year at The Open Polytechnic on an ongoing basis.

Implementing a Mentoring Model for Teachers in the Tertiary Education Environment

Led by Janet Walke, leader for Teaching Excellence at the Universal College of Learning (UCOL) Palmerston North, the project aims to enhance teaching quality and, therefore, learner success. To achieve this, the project will build on the leadership capabilities of mentors, enhance communication and relationships across the institution and create collaborative and collegial networks to support the sharing of innovative and successful teaching practice. Mentoring partnerships will be established with mentoring training taking place before the partnerships commence. Three "community of practice" meetings will occur during the partnership period. This project will develop a mentoring model that is driven by the goal of learner success. The model will be trialled in an institute of technology and polytechnic context and result in specific recommendations that other institutes can follow and apply in their own context. The project is due to be completed in April 2011.

Coffee Break Guides

Another Central Hub project, led by Paulene Crook, manager in Academic Services and Policy, Wellington Institute of Technology, is a series of two-page booklets, informally known as "Coffee Break Guides", for academic staff. The guides provide staff with a general introduction to the various subjects in a magazine-type format, and include hints, tips and links to further information. In total, 11 booklets were produced with topics ranging from educational technologies, to understanding students as well as supporting Māori students and providing information about national qualifications. The guides can be supplemented with organisation-specific information about where or who to go to for further help. Visit the Ako Aotearoa website for direct links and further details about this project: www.ako.aotearoa.ac.nz/ako-hub/ako-aotearoa-central-hub/resources/books/coffee-break-guides

The Science of Exercise

A new hub-funded project with a focus on science education called *Exercise Science as a Rigorous Science Education: A Proposal for Teachers of the Discipline*, is led by Jonathan Hughes from the School of Exercise and Sport Science at Massey University, Palmerston North. The project's main focus is the enhancement of teaching and learning in the area of exercise science. From a teacher's perspective, the key outcome will be an analysis of teaching techniques that help students of exercise science to think and operate like scientists. By defining what constitutes a "rigorous science education" this will lead to a focus on teaching, with curriculum content also being considered. The project team will undertake a gap analysis to determine to what degree those criteria are being achieved in exercise science. The research will conclude with evidence-led recommendations on how to close any "gaps" that jeopardise exercise science as a rigorous science at an undergraduate level in New Zealand.

This project complements two other Ako Aotearoa-funded projects supported through our National Project Fund: *Transforming Tertiary Science Education* (adapting the successful North American Carl Wieman Science Education Initiative to the New Zealand tertiary system), led by Ben Kennedy at the University of Canterbury, and Massey University's *Engaging Learners Effectively in Science, Technology and Engineering: The Pathway from Secondary to University Education*, led by Tim Parkinson. Further details are available through the National Project Fund page on our website.



Paulene Crook, manager in Academic Services and Policy, Wellington Institute of Technology, on campus with the "Coffee Break Guides".

Tuia Te Ako



Tangata Whenua on the paepae (speakers' bench) prepare to welcome hui delegates.

The name *Tuia Te Ako* is based on the tauparapara, “*whakarongo ake au ki te tangi a te manu nei, a te mātui. Tuia i runga, tuia i raro, tuia i waho, tuia i roto. Tuia i te here tangata, ka rongo te ao ka rongo te po...*” (Listen to the call of the bird, the mātui, come together. From above, below, within and without uniting people it is heard night and day...) The name addresses the coming together of Māori in tertiary education (and others working for Māori) to improve the outcomes for Māori learners, their whānau, hapū and iwi as well as the reciprocal nature of the word “ako”, which means to teach and learn. “*Tuia te ākongā, tuia te ako, tui, tui, tutuia*” or “*bringing together teaching and learning*” became the pepeha or saying for the hui.

The inaugural Tuia Te Ako hui began with karanga by kuia Puti Mackey, Dovey Taiaroa and Mere Broughton as 270 tertiary whānau were welcomed onto Pipitea Marae by Taranaki Whānui and Ngāti Pōneke.

Professor Whatarangi Winiata started the formal programme with some visionary insights into rangatiratanga or leadership in the Māori tertiary sector. He spoke, in particular, about the place of rangatiratanga in the survival of te reo Māori me ōna tikanga (customs). Further food for thought was provided in the lively panel discussion that followed with hui delegates seizing on the opportunity to give their views on the key theme in the following workshop.

In his keynote presentation on Whakawhanaungatanga – Building community, Professor Sir Mason Durie provided several future scenarios in Māori and national tertiary education and pointed out the need to “put aside institutional biases and focus on learner needs utilising available technology”.

The panel discussion on whakawhanaungatanga provided further contextualised views from across the sector leaving delegates with plenty to consider for the final workshop of the day.

The hui then adjourned to the launch of the joint Ako Aotearoa and Te Puni Kōkiri publication, *Kaiako Pono – Mentoring for Māori Learners in the Tertiary Sector*. Sir Wira Gardiner, special guest and chair of the Tertiary Education Commission, conducted the official launch and spoke of the importance of such publications in growing the critical mass of information on kaupapa Māori based teaching methods.

Highlights of the hui dinner were performances from Brannigan Kaa, Ria Hall and Bella Kalolo. There had been much discussion about how great the marae looked for the conference but the transformation of the main hall for the dinner was absolutely stunning.

Day two of the hui began with an address by Māori Party MP Te Ururoa Flavell who told delegates, “*This hui has issued the wero, that all tertiary education providers must take responsibility for strengthening Māori education. As part of their responsiveness strategies, tertiary institutes need to focus on improving the pastoral care, academic support and learning environments available to Māori students. And they must adopt teaching practices that are culturally responsive*”.

Professor Linda Smith followed with a presentation that one delegate described as giving her “so many ideas for my

research project". Professor Smith reminded the audience that, as many students are broken by the time they enter the second year of secondary school, the key role of tertiary teachers is to attempt to rebuild those broken minds. "It is an awesome responsibility," she said.

The panel presentations were once again exceptional with Mereana Selby and Keith Ikin joined on stage by the 2010 Tertiary Teaching Excellence Awardee, Te Kahautu Maxwell, who is the inaugural recipient of the award for "Sustained Excellence in Teaching in a Kaupapa Māori Context". Discussion in the workshops was animated and wide-ranging. This was sparked by the speaker and panel presenter's vision of the future, which included a Ministry for Māori Education and ways to better support Māori learners currently in the system.

The final keynote speech was provided by Hana O'Regan on ahu Whakamuatanga – Māori advancement. She spoke eloquently on the way respected Māori educationalist Monty Ohia changed the direction of Te Puna Wānaka at Christchurch Polytechnic Institute of Technology by introducing a new kaupapa, "Whānau transformation through education". It was a timely reminder of the whakapapa and history of recent Māori tertiary education in Aotearoa. The panel discussion was highlighted by a timely call to action from Trevor Moeke, Poutiaki of Te Wānanga o Aotearoa, "we have to make dust or eat dust!".

The inaugural Tuia Te Ako hui was brought to a close by Taranaki kaumātua, Huirangi Waikerēpuru. The formal evaluation of Tuia Te Ako will highlight a wealth of learning for both the planning committee and events team. The delegate evaluation sheets have provided us with some good insight into the hui's success. Ninety percent of the completed forms indicated that delegates found the hui to be "very valuable" to them. Comments include "Wonderful kōrero to our group. Valuable and Inspiring" and "Excellent speakers, relevant kōrero- well paced, thank you". Our te kohinga kōrero (feedback wall) received its share of attention with delegates leaving suggestions such as "make Level one and two courses free for all youth aged 16–19 years within the tertiary sector – across all curricular areas".

We are currently working on writing up the proceedings and will be taking them on to *Te Toi Tauira mō te Matariki* conference at Waiariki Institute of Technology on 5–7 October. We look forward to continuing the themes and discussions there. In the meantime, you can refresh your memory of



Haani Huata, Dr Rangi Mataamua and Te Kahautu Maxwell finish a panel session with a waiata.

the various speeches, keynotes and panel sessions by accessing the videos and powerpoint presentations available through our website at: www.akooteaeroa.ac.nz/tuiateako

We would like to thank Maaka Laws' *Techpa* team from Te Whare Wānanga o Awanuiārangī. Tutors Thomas Mitai, Atareta Wirihana, and their students, did a fantastic job of covering the event – from the beginning of the pōhiri through to the closing words from our colourful and very confident MC – Dr Rangi Mataamua. They were tireless in their efforts and conducted many interviews with guest speakers and delegates alike. We very much look forward to seeing their work in documentary style.

What will stay with us is the coming together of the many parts of the Māori education sector and the whakawhanaungatanga (relationship building) and wairua whakakotahi (spirit of unity) that pervaded this hui. Feedback suggests many attendees agree.

Artist and carving tutor James Molnar (left), designer of the Tuia Te Ako tohu (logo), with Ngahiwi Apanui, kaihautu Māori (Senior Māori Development Manager) for Ako Aotearoa.



Dr Dame Iritana Tawhiwhirangi is pictured here (centre) with other hui delegates during one of the panel sessions.



Assessment of Workplace Training

Nicholas Huntington, senior analyst/researcher, Industry Training Federation, discusses the ITF Research Network's assessment project funded by Ako Aotearoa through the National Project Fund.

A particularly distinctive element of industry training is its significant use of “on-job” learning: training that occurs and is assessed in the workplace. While internships and placements, for example, are longstanding parts of professional education and training programmes offered by other types of tertiary organisations, it is fair to say on-job learning is far more central to the industry training model than it is in other parts of the system.

Despite this, and the significant differences from learning in a “classroom” environment, workplace learning has been the subject of comparatively little research, possibly due to a devaluing of the workplace as a “real” learning environment.

In this context, the ITF Research Network – a group of industry training organisation (ITO) research staff facilitated by the Industry Training Federation – received support from Ako Aotearoa’s National Project Fund to explore how ITOs approach workplace assessment in terms of the systems and structures that are used to manage the assessment process. The ITF Research Network and Ako Aotearoa agreed it was important to get an overview of context before looking at the actual act of assessment itself.

The research was conducted by researchers from the New Zealand Council for Educational Research, and used a phased mixed-method approach involving a literature scan, survey and multiple focus groups with ITO staff and assessors. The three outputs of the work are:

1. a scan of relevant literature on workplace assessment and assessors
2. an overview of current ITO approaches to assessment, moderation and assessor support
3. a plain-language “Good Practice Guide” describing different approaches to establishing training, management (including moderation) and support systems for workplace assessors.

From its beginning, this was conceived of as a “use-inspired” research project to help ITOs develop systems that are more effective for assessors, learners and the ITO itself.

The Good Practice Guide identifies four main principles apparent from the literature and ITO staff and assessor experiences. These are equally applicable to programmes and courses in other settings with on-job elements.

1. ITOs and workplaces should have a clear purpose for assessment and should work together.
2. ITOs’ assessment structures and systems must support the learning process.
3. Good assessment requires appropriately recruited, trained and professionally developed people.
4. Moderation contributes to the validity and reliability of assessment decisions.

Each principle is described in terms of its implications for practice and process design, and is followed by vignettes of what good practice for this principle might look like “on the ground”. Finally, each principle includes a set of questions relating to it, which can be used to start discussions aimed at assessing whether current practice is working, and, if not, how it might be improved.

Organisations can use the principles to reflect on their own practices and structures. In addition, the Good Practice Guide can be used as a basis for discussion with those who are responsible for trainees in the workplace. As both the guide and recommendations from Phase 2 of the project stress, assessment needs to be seen not only as part of a training process, but as part of a wider “workplace development” strategy that includes workplaces being designed to support learning and assessment.



Project leader, Nicholas Huntington, Industry Training Federation, with Karen Vaughan, senior researcher at the New Zealand Council for Educational Research.

Nicholas Huntington is senior analyst/researcher at the Industry Training Federation – the body that represents New Zealand’s 39 industry training organisations. For copies of the project outputs, or further information on this project or industry training in general, please contact him: Nicholas@itf.org.nz or (04) 894 3199.

Beyond these direct uses, the project has led to proposals for further research into supporting effective and workplace assessment, and built engagement between practitioners and designers of assessment structures.

To read the full article, access further information about the project and retrieve copies of the three publications, go to: www.akoaotearoa.ac.nz/projects/ito-workplace-assessment-structures



National Office

Private Box 756
Wellington 6140, New Zealand

T. 04 801 0808

F. 04 801 2682

E. info@akoaotearoa.ac.nz

W. <http://www.akoaotearoa.ac.nz>