



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.akoatearora.ac.nz/kaiakopono](http://www.akoatearora.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](mailto: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.akoatearora.nz/tuiateako](http://www.akoatearora.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 BRIDGET O'REGAN

# News from the Southern Hub

Tēnā kotou katoa. Welcome to the Southern Hub news. In this issue, Corrina Gestro-Best highlights the Rural Education Activities Programme (REAP), in particular, the work of WestREAP. We also feature a range of completed and newly approved projects.



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## WestREAP: An excellent example of the Rural Education Activities Programme in action

By Corrina Gestro-Best

WestREAP is based in Hokitika and employs 35 full-time equivalent staff to service some of the most remote areas in New Zealand – an area of 360 kilometres, from Punakaiki in the north to Haast in the south and east to Ikamatua and Oira.

The *Whakamana Te Whanau (Empowering Family Learning) Early Literacy Project* is an excellent example of a WestREAP project that works to strengthen capacity and reduce the barriers to access that are inherent in rurally isolated communities. This successful project places skilled tutors into the home, or school and community-based learning sites to work across sectors, disciplines and contexts so families are learning together and building relationships with other providers for a holistic wrap-around service.

In schools, WestREAP projects include: Kapa Haka support, Leadership Camps for Year 7 and 8 students, Out of School Care and Recreation (OSCAR) holiday programmes for children aged five to 13, major shows and hosting visiting experts where children and/or their families may directly benefit, Incredible Years parent support programme, and a Careers Expo. WestREAP also manages the Westland Youth Transitions Service, which is designed to support young people aged 16 to 19 as they determine their work or training pathways.

Early childhood education is supported by a Promoting Early Childhood Participation project, professional development programmes for teachers and parents, music and movement early childhood development sessions for young children and their families, and an annual early childhood expo. WestREAP has supported the development of a Te Puna Kōhungahunga (Māori medium early childhood centre) based in Hokitika that is now gaining independence as a “stand-alone” centre.

The organisation provides umbrella funding and management support to several groups and non-governmental organisations; for example, the Te Rito family violence network, the adult and community education network and adult and community education professional development. Access the WestREAP website at [www.westreap.org.nz](http://www.westreap.org.nz)



Corrina Gestro-Best of WestREAP.

## Background on REAP Aotearoa, New Zealand (REAPANZ)

WestREAP is also affiliated to its national body, REAPANZ, which is a national organisation comprising 13 REAPs based in areas covering 30 percent of the rural population (eight in the North Island and five in the South Island). REAPs were established by government in 1979. Their purpose is to provide educational support to rural communities, including working with early childhood, schools, and adult and community education providers. Further information about this organisation can be found at [www.reapanz.org.nz](http://www.reapanz.org.nz)

## Investigating Exercise Science Curriculum Content

Dr Nick Draper, Ian Culpan and Susannah Stevens have completed their Southern Hub funded project that investigated exercise science curriculum content for physical education/teacher education (PETE) students across three New Zealand universities. The multi-stage project looked at document analysis and pedagogical methods, and gathered quantitative and qualitative data to determine differences for students among universities and to establish students' preparedness to teach.

Based on the study, the project team provides the following recommendations.

- PETE programmes need to ensure students are given appropriate opportunities to facilitate the application of exercise science knowledge in appropriate and authentic contexts.
- To facilitate students' preparedness to teach, strong relationships need to be made between exercise science content knowledge and the specific content requirements of the school curriculum.
- Planners of exercise science programmes within PETE should further explore opportunities to integrate content across the sub-disciplines.
- University teachers of the exercise sciences in PETE contexts should actively explore the contemporary developments in teaching and learning with a view to implementing specific pedagogies for the exercise sciences.
- University teachers of exercise science need to explore and consider the evidence from the research on science education with a view to implementing constructivist principles into their teaching programmes.

## Recently approved Southern Hub projects

*Producing e-Learning Objects from Content Experts' Interactive Whiteboard Files* – Barry Dowrick, Faculty of Trades, Christchurch Polytechnic Institute of Technology. This project is aimed at enabling trade tutors to improve their teaching delivery and share best practice concepts and ideas with their peers. The project will explore the use of interactive whiteboards as a tool to capture the lesson structure of particularly skilled tutors and repackaging it as a refined, coherent teaching resource that may be shared with other tutors to enhance student learning.

### Agricultural projects

We have approved two projects between Agribusiness Training and English Language Partners that address issues for non-English speakers working in the rapidly growing New Zealand dairy industry. Titled *Supporting workers from non-English speaking backgrounds in agriculture industry training* and *Enrolment assessment tool for workers from non-English speaking backgrounds in agriculture industry training*, these projects focus on migrant workers who are literate in their own languages, but find adjusting to the New Zealand and, specifically, the farming language challenging. These workers are often enrolled in training for which they have insufficient English-language skills.

The projects will develop tools to support dairy workers to succeed in their agricultural training. It is anticipated the tools will be able to be adapted for use by other industries that have significant numbers of foreign employees involved in training.

### October 2010 – Spotlight on Learning in a Clinical Setting

Dale Sheehan and Arindam Basu from the Department of Health Sciences, University of Canterbury, have had funding approved to hold a forum that will bring together clinical teachers from across the health sector. The aim of the forum is to promote and share good practice and research in workplace learning, teaching, supervision and the assessment of competence. Calling all those interested! For further information, link to [www.akoatearora.ac.nz/ako-aotearora-southern-hub/events/spotlight-clinical-teaching-canterbury-beyond](http://www.akoatearora.ac.nz/ako-aotearora-southern-hub/events/spotlight-clinical-teaching-canterbury-beyond)

## Seeding grant to the Southern Education Developers

The Southern Education Developers (SED) have successfully completed their adult teaching and learning poster project and are keen to get started on their next! The posters are available for you to download at: <http://akoatearora.ac.nz/posters>

SED have received a \$3,000 seeding grant to appoint a coordinator to plan and prepare a funding application for phase one of a collaborative project to explore the use of video-based resources. The plan is to undertake a multi-stage project, with the first stage being a stock-take (needs analysis) of examples and a literature review. The project aims to identify and produce video-based resources to enhance the development of good teaching practice.



The Southern Education Developers. Standing: Helen Matthews, Christchurch Polytechnic Institute of Technology (CPIT); Jane Dillon, Nelson Marlborough Institute of Technology (NMIT); Selena Chan, CPIT; Carol Crawford, NMIT; Rachel Garden, Aoraki Polytechnic; Lyn Williams, CPIT; Sarah Stewart, Otago Polytechnic; Debbie Ruwhiu, Southern Institute of Technology (SIT); Terry Marler, Otago Polytechnic. Sitting: Debra Rankin, SIT; Vikki Roadley, Aoraki Polytechnic; Gerard Guignan, CPIT; Rosa Heney, Tai Poutini Polytechnic.

# 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](http://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](mailto: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](http://www.akoaotearoa.ac.nz/projects/ito-workplace-assessment-structures)



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