



*Unitec's dean of teaching and learning, Linda Keesing-Styles, introduces the inaugural International Conference on eLearning Futures to be held at Unitec from 30 November to 2 December this year.*

This innovative conference will be one of the best local opportunities to participate in discussions and presentations at the cutting edge of e-learning. With a focus on a range of e-learning issues from pedagogy to strategy, policy, research, computer-assisted language learning, and artificial intelligence, there is something for everyone. The conference organisation is a collaboration between a range of different interest groups so it represents a broad range of perspectives.

We have attracted some high-quality keynote speakers who are profiled on the conference website [www.icelf.org](http://www.icelf.org). Hopefully, a visit to the site will be enough to inspire you to factor this in to your professional development this year, or encourage you to submit a paper. Check out the deadlines for proposal submissions now so you don't miss these. They are closing soon.

Unitec is delighted to have the support of Ako Aotearoa in the hosting of this conference. The conference represents a fitting finale to the official implementation of Unitec's comprehensive e-learning strategy, which was initially inspired by the *Taking the Lead: Strategic management for e-learning* process and resources provided by Ako Aotearoa. The conference also provides an opportunity for many to share their experiences of improving and embedding e-learning, or to hear from others, local and international, on the latest in e-learning trends.

We look forward to seeing you there.

## Welcome

As I write this introduction to the 15th edition of our newsletter, it is just after the Easter break and a good opportunity to reflect on the first quarter of the year. First and foremost, our very best wishes and utmost respect go to our colleagues across the sector in the Christchurch area who have done amazing things to re-establish tertiary provision in the region. Our thoughts are with you all. It is inspiring to see how tertiary practitioners and students have pulled together so positively and how collegial and innovative people can be when circumstances dictate. There are examples for all of us to learn from here.

Any successful endeavour in tertiary education is ultimately about the collaboration between teacher and learner. One of Ako Aotearoa's key strategic themes is "hearing and acting on the learner voice". We believe the student (or, more broadly, the learner) view is critical to achieving effective debate about improving tertiary teaching and learning. This newsletter provides some progress updates on the work we are doing with the Australian Council of Educational Research on improving our understanding of how students engage with tertiary study in universities and institutes of technology and polytechnics. The Australasian Survey of Student Engagement (AUSSE) is the most comprehensive evidence base of how students are involved (or not involved!) with their learning. In 2010 the AUSSE garnered information from nearly 13,000 New Zealand students – this is information we simply can't ignore.

In a similar vein, we also feature a major project supported through our National Project Fund on transitions of students from school to university study in science, technology and engineering. This project, led by Professor Tim Parkinson of Massey University, provides a four-way contrast between school students, university students, school teachers and university teachers. Understanding and reconciling the different expectations of these players is critical in enhancing access to science, technology and engineering professions. This project provides a framework to enable this to happen.

These projects are exciting work. They provide strong platforms to assist us in understanding what most supports students in achieving successful outcomes.

With best wishes

**Dr Peter Coolbear**  
Director, Ako Aotearoa

# Understanding what students are doing and thinking during their tertiary study.

*The Australasian Survey of Student Engagement (AUSSE) projects with the New Zealand university sector and institutes of technology and polytechnics near completion and a third project with the private training establishment sector begins. Peter Coolbear provides an update on the progress and potential of these collaborative projects with the Australian Council for Educational Research (ACER).*

In tertiary education, the quest for appropriate evidence to support practice improvement is often problematic, but the AUSSE provides an enormously powerful evidence-gathering tool from the student perspective.

Derived from its North American counterpart, the United States-based National Survey of Student Engagement (NSSE), AUSSE is, by a considerable distance, the most highly validated survey of student learning activity available for tertiary education in Australasia. In 2010 it was used by 55 institutions (mainly universities) across Australia and New Zealand, and results can be cross-referenced to 1,300 providers using the NSSE as well as to similar in other countries such as Mexico, South Africa, and China.

The AUSSE measures six dimensions of engagement (including academic challenge, active learning and student-staff interactions), plus seven outcome measures (for example, higher-order thinking, career readiness, departure intention, and overall satisfaction). It also provides a wide range of information on specific student behaviours.

Allowing internal, national, and international benchmarking, plus criterion referencing, the survey instrument provides a hugely powerful diagnostic tool for understanding how students are involved (or not involved) in their learning. In essence it is designed to move conversations about quality improvement from anecdotes about student attitudes and actions to a solid evidence base.

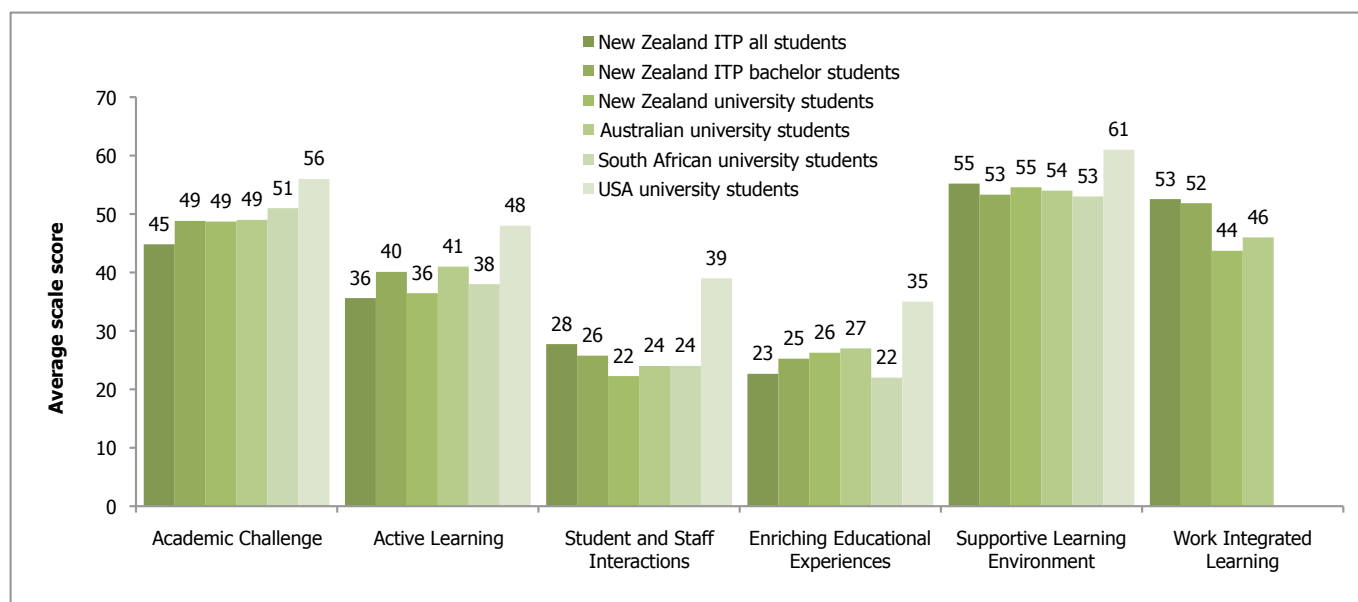
New Zealand universities and their students certainly see the value of this, with 10,665 students responding to the AUSSE survey in 2010. However, the AUSSE provides such a rich data source that providers have often been daunted by the sheer quantity of information it provides.



In response to this, the institutional-research community in New Zealand universities has been supported by Ako Aotearoa and ACER to develop a collection of papers that represent the first sector-wide attempt to evaluate what the AUSSE data tell us about student engagement in our universities. Working off their AUSSE data in particular, the group has developed eight papers on different aspects of students' experiences of university study. Chapters include an analysis of what the AUSSE tells us about Māori and Pacific experiences, gender differences in approaches to university study, and the relationship between employment and study. Each chapter has been written from the perspective of providing an evidence base for further informed discussion about how students' learning experiences and outcomes can be enhanced. We anticipate the book will be jointly published by ACER and Ako Aotearoa in the middle of this year.

*Continued on page 3*

**Average engagement scale scores – New Zealand ITP and university comparisons**



Continued from page 2

Given the potential of the AUSSE for universities, in 2010 Ako Aotearoa also funded a pilot of the AUSSE in 10 ITPs. Each ITP received its own institutional data last November and we held a workshop on the near-final draft of the ITP sector report with participants in March of this year. A total of 2,272 students responded across the sector. This allows us to draw a wide range of preliminary conclusions about how students are engaging with their studies in ITPs. For example, the sector data allow for some interesting comparisons between different levels of study and also allow us to compare different student groups. For example, the data point to some interesting (and surprising) differences between the experience of Pacific and Māori learners in ITPs; supporting other work that suggests that patterns of engagement (and disengagement) differ between the two groups.

The data set also offers the opportunity to compare engagement and outcomes for ITP and degree students, as well as those studying in New Zealand and internationally. The figure on page 2 provides just one example. Such figures need to be interpreted with care and must take into account the different demographics of students in different sets of institutions. However, if a time series of data is built up, this will provide a rich comparative picture of student behaviours and perceptions.

I should also note that the data set shows considerable differences in different statistics within the ITP group. Developing conversations about these differences within institutions is critical if the AUSSE is to be of any value. In the context of evaluative quality enhancement, those internal comparisons made by institutions with their own data sets against sector norms will be one of the most powerful routes to effective self-assessment in the future.

We expect the sector report for the New Zealand ITPs to be ready in early June. Again, it will be jointly published by ACER and Ako Aotearoa. We will be happy to facilitate workshops for individual institutions (or regional groups of institutions) on request.

Recognising the potential of this survey instrument, a further pilot with the PTE sector in collaboration with the New Zealand Association of Private Education Providers was initiated in March this year.

## Connecting research to practice in literacy, language and numeracy

We are delighted to see that our recently released publication, *Literacy, Language and Numeracy: Connecting research to practice in the tertiary sector*, is already attracting a great deal of attention – particularly with the private training establishment and adult and community education sectors.

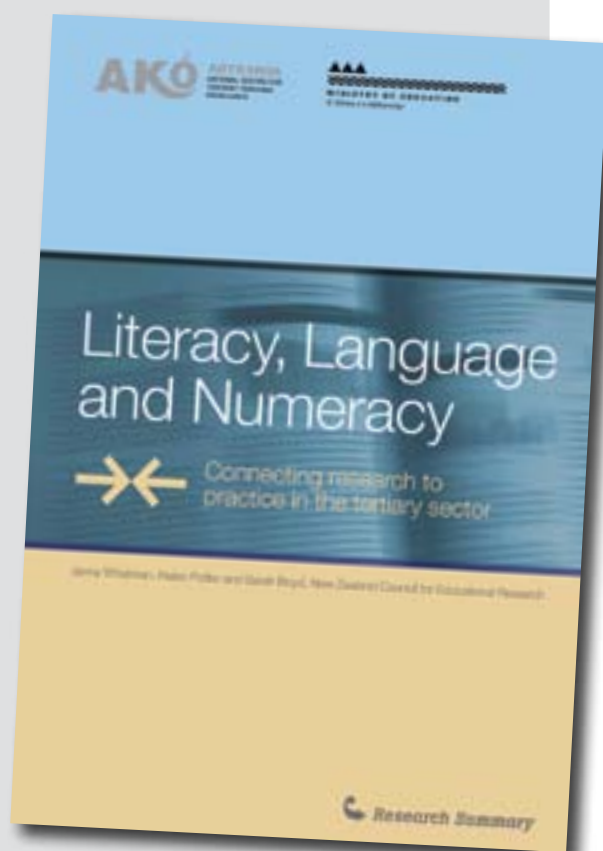
We collaborated with the Ministry of Education to commission Jenny Whatman, Helen Potter, and Sarah Boyd, from the New Zealand Council of Educational Research, to develop this resource. It comprises a research-summary document and a two-sided reference card for tutors and organisations. The work summarises key information from nine research reports recently published by the Ministry of Education on literacy, language, and numeracy (LLN).

We commissioned the development of these resources to provide LLN practitioners and tertiary education organisations with access to evidence-based information about good practice. Simply put, this document is about turning research into meaningful action – something we believe is critical for achieving positive change. We intend to share this information as widely across the tertiary sector as possible.

The summary document and reference card together identify a number of key questions for organisations and practitioners to consider.

- **For organisations**, these questions include: are you embedding LLN in a way that is effective for your learners? Do you have a coherent philosophy for embedding LLN? Have you considered having an “LLN champion” in your organisation to embed and promote LLN?
- **For tutors**, these questions include: how can you best meet your learners’ needs with respect to LLN? Are the cultural backgrounds of learners being adequately acknowledged in LLN delivery? Does LLN teaching build on learners’ existing knowledge and on their prior learning experiences? What additional e-learning support is given to adult LLN learners who might not be as confident working with these technologies?

Please email [info@akoaooteaoroa.ac.nz](mailto:info@akoaooteaoroa.ac.nz) to request printed copies, or go to our website at <http://akoaooteaoroa.ac.nz/lln> to download them in PDF format.



BY BRIDGET O'REGAN

# News from the Southern Hub

Tēnā kotou katoa

On behalf of the staff of Ako Aotearoa I would like to extend our deepest sympathy and warmest wishes to all our colleagues affected by the February 22 earthquake. Pat and I are fortunate that our homes and offices have come through relatively unscathed compared with the significant damage suffered by our host organisation, the University of Canterbury, and many other tertiary organisations in the Christchurch area. Our thoughts are with all tertiary learners, staff, and the leaders of these organisations as they work through the many challenges of returning to normal operation.

The Southern Hub is being operated from our homes until our offices are cleared for access. Like many of our colleagues, we are finding creative ways to continue our work, such as holding our recent Hub Advisory Group meeting at Nelson Marlborough Institute of Technology in Nelson. The accompanying image was taken at a recent meeting in my home to discuss potential projects with a common thread of exploring teaching and learning issues arising from the earthquakes. How have organisations, staff, and students met these new and difficult issues? What effect might these insights have for future teaching and learning practices in Aotearoa, New Zealand?

In "business as usual", we report on a recently completed project, and we also take the opportunity to reflect on hub development over the last year as we plan for the future.



Southern Hub coordinator, Bridget O'Regan (standing far right), uses her home as an office for meetings with tertiary educators. Pictured here are (standing left to right) Selena Chan, Margaret Leonard (Christchurch Polytechnic Institute of Technology) and (seated) Sandra Richardson (Canterbury District Health Board, University of Otago), Lesley and Phillipa Seaton (Christchurch Polytechnic Institute of Technology).



## Ako Aotearoa Southern Hub

C/- University of Canterbury  
Private Bag 4800  
Christchurch 8140

Bridget O'Regan, Coordinator

T. 03 345 8339

M. 021 981 245

E. [bridget.oregan@canterbury.ac.nz](mailto:bridget.oregan@canterbury.ac.nz)

Pat Robertson, Activities Officer

T. 03 343 7719

M. 027 223 3158

E. [pat.robertson@canterbury.ac.nz](mailto:pat.robertson@canterbury.ac.nz)

## Most recent completed project

Over the last decade the explosion of new technologies has changed the landscape of learning and the expectations of learners. *Creating digital stories to enhance vocational learning* is a Southern Hub project that grew out of Maxine Alterio and Adrian Woodhouse's (both of Otago Polytechnic) interest in experiments with delivering course components using cell phones and iPods. Wanting to build on their success with this mode of delivery, they looked at the learning potential of other media for learners to improve their vocational learning and literacy development through the making of their own digital stories.

Interestingly, while participants were free to choose their own topic, each one focused on their own or others' learning as illustrated by the emergent themes; personal and professional journeys, creative practices, and learning and teaching philosophies.

The authors' three key findings identified that:

- digital storytelling supports vocational learning and literacy development
- reflective conversations encourage deep learning
- collaboration fosters empathy and transformative learning.

These findings support other studies in the area showing that collaborative ways of working with digital technologies advance vocational learning and literacy development.

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One student participant commented that the project: “used all my senses, which helped me learn ... you learn best when you are having fun and its amazing what you remember. [This project] showed me how much I have changed over time, personally and physically”.

A lecturer participant described the collaborative learning experience as fantastic, adding: “I had the opportunity to work with people who were creative and passionate about their subject matter. Creating a digital story provided me with a platform to tell the

story of my teaching philosophy in an engaging way”.

The full report of this intriguing project is on the Ako Aotearoa website: [www.akooteoroa.ac.nz/digital-stories](http://www.akooteoroa.ac.nz/digital-stories)

## The Southern Hub – looking back on 2010 and forward to 2011

The 2010 year was one of consolidation for the Southern Hub in which we focused on increasing the quality of our support for and engagement with our tertiary community.

The regional hub project fund provides important opportunities for new researchers and/or practice development through smaller-scale projects. The 12 projects approved through the fund in 2010 were diverse in their subjects and teaching contexts, and in the range of tertiary education settings. More importantly, many of the project outputs, such as the development of *Resource learning objects through the use of interactive whiteboards*, are applicable across the sector and can inform teaching and learning in many settings. We were delighted to also support two new projects: one focusing on the incorporation of te ao Māori and Māori design principles, practices, and processes in tertiary education; and a project investigating how the teaching of assessment of young Samoan children’s learning in professional-practices courses in teacher-education programmes can be strengthened.

### Completed projects

During the year, 12 further hub projects reached completion. One of the most rewarding, in terms of the level of response it received from the sector, was the Teaching Adults posters project. Each of the 11 high-impact posters, developed by the Southern Educational Developers, highlights a pithy phrase that identifies a core principle of learning to support adult learners. Our hub funding extended to the printing and free distribution of the posters, which has resulted in 6,229 posters now being used and displayed in 140 tertiary organisations across the country. In addition, the Ako Aotearoa website has recorded more than 700 downloads of the posters in PDF format. A particular highlight for the hub was the hosting of the launch of the Teaching Matters Forum project *Hei Tauira: Teaching and Learning for Success for Māori in Tertiary Settings* by Hon Dr Pita Sharples, the associate minister for education. More than 200 people joined us at the University of Canterbury’s Education Library to celebrate the launch and promotion of this important research. The authors, University of Canterbury’s Dr Janinka Greenwood and Lynne-Harata Te Aika, identify the key factors to be considered in fostering success for Māori in tertiary settings. Ako Aotearoa published the findings and has supported its dissemination, and associated workshops, across the tertiary sector. The Southern Hub was pleased to support a workshop for staff in the southern region and looks forward to further workshops in 2011.

### Supporting events and networks

The hub has played a key role in supporting opportunities for tertiary educators to gather together through sponsoring conferences, workshops, and networks. These opportunities enable tertiary educators, especially those working in remote areas, to share knowledge on teaching practices, develop collegial networks, and, most importantly, to debate and question practice and how it benefits their learners.

Two major sponsorships were: *Spotlight on Tertiary Teaching in Canterbury and Beyond*, a one-day event organised by Canterbury members of the Ako Aotearoa Academy of Tertiary Teaching Excellence (the Academy); and events associated with Adult Learners’ Week in five regions.

The hub was pleased to support Academy member Paul Denny to workshop his free online tool *Peerwise*; designed to support tertiary learners in taking an active role in assessing their learning. Similarly, we supported workshops to promote the dissemination of findings from two Ako Aotearoa-funded initiatives – *Taking the Lead: Strategic management for e-learning*, as well as *Hei Tauira: Teaching and learning for success for Māori in tertiary settings*.

Networks we have supported include the Southern Educational Developers and the West Coast Tertiary Education Forum. Presentations were given at the New Zealand Association of Private Education Providers Southern Regional Forum and Literacy Aotearoa’s National Planning Hui.

### Moving forward

In 2011 the hub will continue to focus on supporting project teams to ensure their work results in improvement of practice and better outcomes for learners. In particular, we will be using workshops and other appropriate means to share examples of good practice in teaching and learning with the sector. The hub also looks forward to promoting dissemination of Ako Aotearoa publications, such as *The Scholarship of Teaching and Learning* and *A Tertiary Practitioner’s Guide to Collecting Evidence of Learner Benefit*, to aid the uptake of this valuable work to improve practice and enhance learner outcomes.

Supporting Māori achievement in education is of strategic importance to Ako Aotearoa, and the hub is delighted to sponsor the upcoming Māori Studies Critical Symposium run by Aotahi: School of Māori and Indigenous Studies, University of Canterbury.

# Building a stronger science future for New Zealand



*Kirsty Weir describes the soon to be launched National Project Fund project Engaging learners effectively in science, technology and engineering: The pathway from secondary to university education, led by Professor Tim Parkinson and his team from Massey University.*

Stronger connections between science, technology, and business are critical for positive economic development in New Zealand. The country's transformation into a high-value, innovative, knowledge-led economy and society will require a strong base of scientific and technical professionals. However, if completions in tertiary-level science, technology, engineering, and mathematics (STEM) continue to grow as slowly as they did in the early 2000s, there will simply not be enough graduates to meet future demand for STEM-based occupations.

As highlighted in the report *Looking Ahead: Science Education for the Twenty-First Century* recently released from Sir Peter Gluckman, the prime minister's chief science advisor, the key challenges facing science education relate to:

- a) too many learners disengaging from science at secondary school
- b) not enough learners continuing to study science after they leave secondary school, and
- c) the need for science education to reflect the changing nature and role of science in our society. Understanding how we can enhance participation and success in science at tertiary level is therefore a key priority for education, and society as a whole.

In *Engaging learners effectively in science, technology and engineering: The pathway from secondary to university education*, Professor Tim Parkinson and his team from Massey University have identified key factors affecting learner engagement in the sciences at secondary and tertiary level. Learners at both school and university report being attracted to science because it is relevant, contemporary, and meaningful both to themselves and society more generally. However, while students report a high level of commitment to performance, it is clear that the "transmission" method of instruction most

often used in science education does not stimulate interest and engagement in science.

The research also found evidence of a "culture of blame", where staff and students are more ready to attribute problems to each other than reflect on their own contribution. Similarly, university lecturers tended to blame the secondary-school system for not sufficiently preparing learners for university study. This culture may result in lecturers underestimating the breadth and depth of learners' knowledge as they enter university education, and therefore possibly teaching to the lowest common denominator or unknowingly communicating low expectations to their learners.

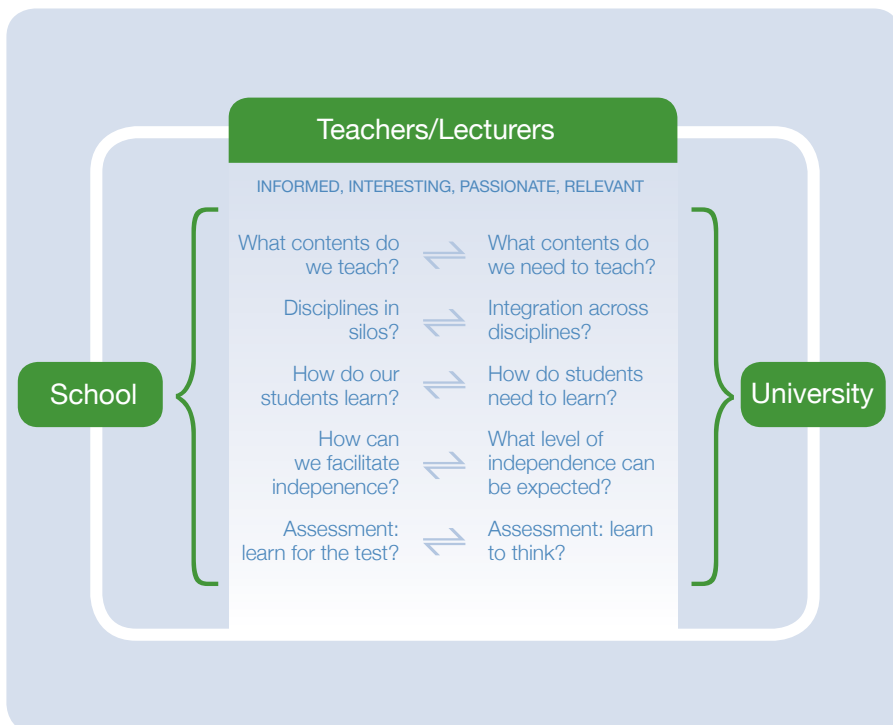
This research project further indicates that the single most important factor in learner engagement is the interaction between the teacher/lecturer and the learner. Effective science educators create relevant contexts for learning, promote self-directed learning, encourage learners' understanding of the scientific method, and incorporate a range of technological innovations into their teaching. The individual effectiveness of teachers is, of course, constrained by the organisational environment in which they work, thus a critical recommendation of this project is that organisations provide the necessary support for educators to improve their practice so as to maximise learner engagement.

To address these important issues, the researchers have developed a framework for promoting student engagement across the transition from secondary to tertiary study in STEM subjects. This framework presents key questions about engagement and transition, as described in the figure opposite.

We are looking forward to launching this project in the coming weeks.

For more information go to the project space on our website: <http://ako.aotearoa.ac.nz/projects/engaging-learners-effectively-science-technology-and-engineering-pathway-secondary-universi>

## Dialogic framework for collaboration between and within the secondary and tertiary sectors to promote engagement and to facilitate students' transition



# Our collaboration with other agencies

*Our senior research/project analyst, Nicholas Huntington, provides an overview of two collaborations between Ako Aotearoa and other agencies. One is an event focused on academic preparation and “bridging” programmes, the other is a project targeted at “priority” learners in the lower levels of the tertiary education framework.*

## A Strategic Direction for Bridging Education



Attendees at the recent A Strategic Direction for Bridging Education forum.

The future of bridging programmes and pathways to degree-level study was the focus of a forum entitled A Strategic Direction for Bridging Education, held by Ako Aotearoa in conjunction with the New Zealand Association of Bridging Educators, on 8 April.

Ensuring there are effective degree pathways for all students – not just the highest performers – is particularly critical in the current tertiary education climate. The Tertiary Education Strategy 2010–2015 (TES) identifies the need to increase engagement in degree-level study – particularly for young people, Māori, and Pacific learners. Moreover, the capped tertiary-funding environment, combined with an increasing focus on performance, is encouraging providers to ensure that those who enter degree study are appropriately prepared to succeed at this level.

However, at the same time, a combination of capped funding, investment advice, and growing enrolment pressures from the current economic climate, is leading some providers to reconsider the academic preparation and bridging programmes they provide. Additionally, while current policy settings emphasise collaboration, some providers seem to be encountering barriers to pursuing collaboration “on the ground”.

## Increasing educational attainment for “priority” learners

Ako Aotearoa, with support from the Tertiary Education Commission and Ministry of Education, is commencing a project to examine how our tertiary system can best serve the needs of learners at lower levels of the New Zealand Qualifications Framework. This project will be driven by an independent Educational Attainment Working Group (EAWG), which will consider existing international and national evidence and examples of good practice. The working group will focus on providing advice related to teaching and learning – although part of this will involve considering the context within which these take place.

For this project, we are using the term “priority learners” to describe the students served by these programmes. This is for two reasons. First, ensuring our system is serving these learners is not only an explicit priority established in the TES, but it provides a key vehicle for achieving other TES priorities. Second, the term “priority learners” emphasises the importance of this education. These programmes have significant potential to improve social and economic outcomes – particularly given that these levels are often an entry point for people who previously have been poorly served by our education system. Learners at this level are engaged in programmes that provide the basic, essential skills required for initial entry into the workforce, the development of further life-skills, and/or progression into further study.

In future issues of this newsletter we will feature the activities of the working group and will also include details of a series of public forums and visits from invited international experts.

This forum brought together approximately 25 invited participants from universities, private tertiary establishments, institutes of technology, and polytechnics – along with government agencies – to discuss these challenges and how the sector can respond to them. The discussion during the forum focused on three core questions: What are the main issues facing bridging education that need to be addressed? What do we need to know to address these issues effectively? And how can we improve collaboration between different providers and provider types?

In the forum’s final session, participants identified actions for the group to pursue in the future. The two main proposals the forum agreed to explore included undertaking a stocktake of data and information about programmes across all sectors, and the possibility of some form of shared national qualification. These proposals are now being further developed by working parties drawn from the forum participants.

Material from the event, including a commissioned discussion paper, will be available soon as a short report.

The members of the EAWG are:

- Peter Coolbear (Ako Aotearoa; Chair)
- Jeremy Baker (Industry Training Federation)
- Christine Clark (Corporate Academy Group)
- Peter Conway (New Zealand Council of Trade Unions)
- Karen Davis (Victoria University of Wellington)
- Dr Shane Edwards (Te Wānanga o Aotearoa)
- Stuart Middleton (Manukau Institute of Technology)
- Phil O’Reilly (Business NZ)
- Pauline Winter (Auckland University of Technology).

If you have any questions about either of these pieces of work, please contact Nicholas Huntington at: [n.huntington@massey.ac.nz](mailto:n.huntington@massey.ac.nz)

# Te mahi ngātahi me te iwi Māori – Our work with and for Māori

*Ngahiwi Apanui, our kaihautū Māori, brings an update on recent activities.*

It has been a busy end of 2010 and beginning to 2011. Some robust and lively discussion has marked the beginning of 2011 for Te Rūnanga Māori – the Ako Aotearoa Māori Caucus. The outcome has been the approval of important documents that will shape our work with Māori stakeholders over the next three years: Te Hikoinga Whakamua – The Ako Aotearoa Māori Strategy 2010–2013, *He Takohanga Whakaaro* – the Tuia Te Ako proceedings, and Te Tuku Karere – our Māori Communications Plan.

## Te Hikoinga Whakamua

The Ako Aotearoa Māori Strategy 2010–2013 was approved in December 2010. The draft was prepared in June 2010 after a round of strategic visits to Māori tertiary educators and put to the Tuia Te Ako Māori Tertiary Hui in August 2010. The feedback from the hui confirmed the general direction and themes of the plan, and a final draft was put to Te Rūnanga Māori, which they subsequently approved.

Information gathered in meetings in 2009 and 2010 with Māori in the tertiary sector was critical to the development of Te Hikoinga Whakamua. This information is essential in order for Ako Aotearoa to shape programmes that support Māori educators and learners, so that we address the needs of Māori in the various parts of the tertiary sector. This year I have already had the pleasure of meeting with staff from Te Wānanga o Awanuiāraangi, Unitec and Western Institute of Technology Taranaki and look forward to meeting with many more groups in the coming months.

All hui delegates, sponsors, key Māori organisations, and other stakeholders will receive a hardcopy of *He Takohanga Whakaaro*. The document will also be available in PDF format via our website at: [www.ako.aotearoa.ac.nz/tuiaateako](http://www.ako.aotearoa.ac.nz/tuiaateako)

Tui, tui, tuituia!

## A primary source for content relating to Māori in the tertiary sector

Te Tuku Karere lays the pathway for the development of our work to support Māori in the tertiary sector, drawing on input from Māori stakeholders to shape that work. Te Rūnanga Māori is keen to ensure that with all that we do in this area, we continue to focus on sharing kaupapa Māori with all parts of the sector.

One of the tools we consider pivotal to our communication with and support for Māori stakeholders is the Ako Aotearoa website. There are three key areas for Māori on the site:

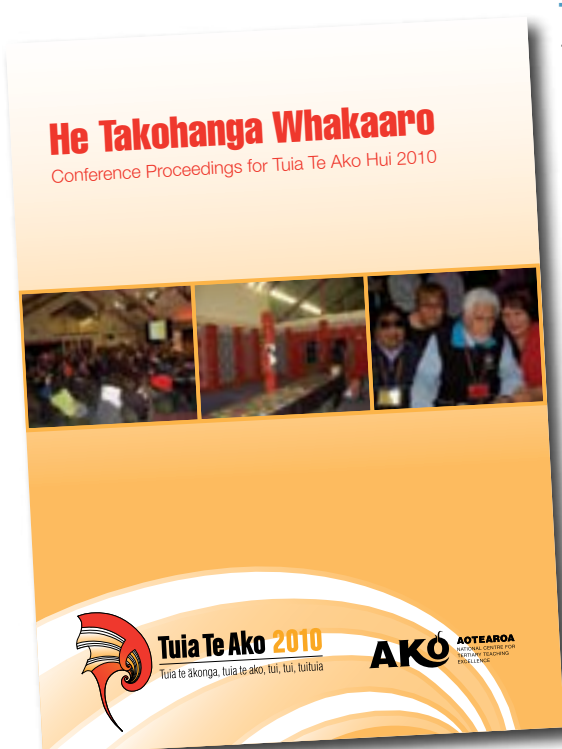
1. our work with Māori educators and learners
2. Mātauranga Māori content for the resource centre
3. Tuia Te Ako community space.

At present, we are working on a project to develop a guide that will improve the accessibility of Mātauranga Māori content in the resource centre. Part of this project will involve identifying additional resources relevant to Mātauranga Māori that will be of value to practitioners and learners.

## Tuia Te Ako update

The hui-planning committee will be meeting this month to kick-start the planning for the next Tuia Te Ako hui. The event is planned for early 2012 and it is expected a date will be announced following this meeting. The committee is keen to take the learning from Tuia Te Ako 2010 to make this forthcoming hui even better. We will keep you updated with developments as the planning gets under way.

We are also excited to announce the release of *He Takohanga Whakaaro*, the proceedings of Tuia Te Ako 2010. The proceedings feature transcripts of the keynote presentations filled with valuable information and insights, as well as summaries of the workshop feedback from delegates and photos from the two days.



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

### National Office

PO Box 756  
Wellington 6140, New Zealand

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