



Left to right: Te Tumatakuru O'Connell, te kaiwawao – senior manager (Māori), Massey University, Wellington; Ngahiwi Apanui, kaihautū Māori Ako Aotearoa; Dr Peter Coolbear, director Ako Aotearoa; Selwyn Katene, director Manu Ao Academy, Office of the Assistant Vice-Chancellor (Māori & Pasifika), Massey University; and Koro Bill Herbert, kaumātua.

Introducing Ngahiwi Apanui – our kaihautū Māori

Ako Aotearoa is delighted to announce the appointment of Ngahiwi Apanui (Ngāti Porou, Te Whanau-ā-Apanui, and Ngāti Hine) as our kaihautū Māori – senior Māori development manager. Ngahiwi was welcomed on Monday 13 July, with a powhiri at Te Kuratini Marae, Massey University, Wellington.

Ngahiwi will support the work of Ako Aotearoa's Māori caucus in building a strategy to further Māori aspirations in tertiary education. He will lead the operationalisation of that strategy as an integral part of Ako Aotearoa's overall work as a Treaty of Waitangi-based organisation.

Ngahiwi has a background in tertiary education and broadcasting. He has held senior management positions with the seafood and Skills Active industry training organisations and has a Māori Language Commission translator's licence. Ngahiwi, who is also a musician, is a board member of the New Zealand Music Commission and chairs the Pūtatangi Music Committee of Toi Māori Aotearoa. We are delighted to have him join the team at Ako Aotearoa.

Welcome

On Tuesday 21 July at the Beehive, we celebrated the eighth round of the Tertiary Teaching Excellence Awards, recognising 10 of the country's best tertiary teachers. It was a great event and is reported in full on page 3. Congratulations to the awardees, especially Selene Mize from the University of Otago who won the Prime Minister's Supreme Award. Particular thanks to the Minister for Tertiary Education, the Hon Anne Tolley, for hosting the event and the Associate Minister for Tertiary Education, the Hon Dr Wayne Mapp, for his support.

One thing was reinforced for me as we recognised the sustained excellence demonstrated by such a diverse group of teachers working in different fields with different students: all the awardees share an utter commitment and concern for student success, and they all explore innovative ways to achieve that success.

For me, these 10 awardees are exemplars of what the scholarship of teaching and learning is all about: they have won their awards by demonstrating the evidence base for the success of their innovative, student-focused practice.

Another of our activities has also excited me tremendously over the past few days. Again, it is to do with building a sound evidence base for improving teaching practice. It was a privilege to support the New Zealand Student Engagement Forum hosted by The University of Auckland and the Australian Council for Educational Research (ACER).

This forum was designed to explore how the data collected through the Australasian Universities Survey of Student Engagement (AUSSE) might be used to enhance the student experience. Almost all the New Zealand universities have now trialled this instrument and discovered it to be an immensely valuable multi-dimensional diagnostic providing data on how students learn that can be benchmarked against other groups of institutions. It seeks to track both learner interactions and educational outcomes and provides a wealth of rich, complex data. We were delighted by the level of interest in the forum and the enthusiastic response from attendees. We have made a commitment to further this work in New Zealand: watch this space!

With very best wishes

Dr Peter Coolbear

Director, Ako Aotearoa

Good Practice Publication Grants 2009

The 2009 round of the Good Practice Publications Grants scheme closed on Friday 28 August. With 20 grants available, our top priority has been to communicate the need for applications to demonstrate evidence of how their practice benefits learners.

Kirsty Weir, Ako Aotearoa's research manager overseeing the scheme, repeats the advice she has been giving to those interested in applying, "We want to see greater evidence of learner benefit in the practices we publish, and we will highlight the demonstrated benefits to learners of each practice. This evidence may come from learner evaluations triangulated against learner achievement data or from independent evaluations or research."

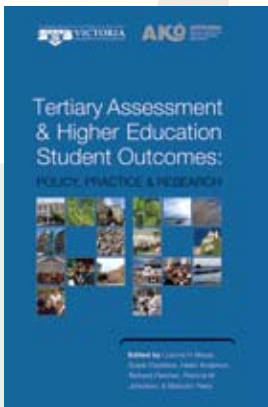
The grant is a one-stage application process, and all applicants will be notified of the results on Friday, 2 October 2009.

We are in the final stages of editing the 2008 publications and expect to have them on our website by the end of September 2009.



New resources published by Ako Aotearoa

One of Ako Aotearoa's roles is to provide easily accessible and relevant resources for tertiary practitioners and managers. Here are two of our most recent publications. The tertiary assessment-related book and summary document were launched on 30 July at a Victoria University of Wellington event hosted by Professor Luanna H Meyer, director, Jessie Hetherington Centre.



Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research

This 300-page book is based on papers presented at the Symposium on Tertiary Assessment and Higher Education Student Outcomes in November 2008.

Editors are Luanna H Meyer, Susan Davidson (both from Victoria University of Wellington), Helen Anderson (Manukau Institute of Technology), Richard Fletcher (Massey University), Patricia M Johnston (Te Whare Wānanga o Awanuiārangī) and Malcolm Rees (Massey University).

Delegates who attended the 2008 symposium will shortly receive a free copy of both publications.

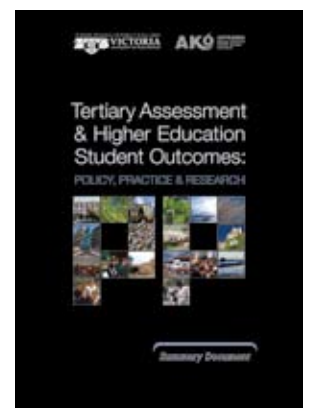
Email: info@akoaooteaoroa.ac.nz to order copies of this book at \$49.95 each.

Note: The symposium and publication were supported by the Teaching and Learning Research Initiative, funded through Vote Education and administered by the New Zealand Council for Educational Research.

Tertiary Assessment & Higher Education Student Outcomes: Policy, Practice & Research – Summary Document

This 12-page summary document, prepared from the symposium by Lynanne McKenzie and Susan Davidson (Victoria University of Wellington), provides an excellent overview to the subject of tertiary assessment. It is designed for senior academic managers and academic boards that have responsibility for the development, implementation and quality assurance of assessment policy and practice in their tertiary education institutions and organisations.

Download this summary in pdf format, or email info@akoaooteaoroa.ac.nz to order hard copies free of charge.



Awards celebrate inspirational tertiary teachers



The 2009 Tertiary Teaching Excellence Awards recipients with the Minister for Tertiary Education at the ceremony on 21 July 2009. From left Dr Heather Kavan, Sam Honey, Paul Denny, the Hon Anne Tolley, Dr Rachel Fewster, Selene Mize, Professor Eric Pawson, Jean Crane, Judy Magee. (Absent: Associate Professor Christopher Marshall and Norman Meehan.)

The Tertiary Teaching Excellence Awards ceremony, which the Minister for Tertiary Education the Hon Anne Tolley hosted this year, is an annual highlight that Ako Aotearoa is proud to organise. This ceremony brings together the most passionate and committed tertiary teachers, so we can reward them for their outstanding efforts. The ceremony also brings together a wide variety of people from across the tertiary sector to share in the celebration: supporting organisations, families, government and peak body representatives. This year, the atmosphere was particularly warm and relaxed with a strong sense of collegiality.

The 10 awardees, who each received a certificate of sustained excellence and a cheque for \$20,000, were:

- Jean Crane, tutor, Insight Learning Academy
- Paul Denny, senior tutor, Department of Computer Science, The University of Auckland
- Dr Rachel Fewster, senior lecturer, Department of Statistics, The University of Auckland
- Sam Honey, senior academic staff member and programme coordinator, Bay of Plenty Polytechnic
- Dr Heather Kavan, lecturer, Department of Communication, Journalism and Marketing, Massey University
- Judy Magee, senior lecturer, School of Foundation Learning, Otago Polytechnic
- Associate Professor Christopher Marshall, Religious Studies Programme, Victoria University of Wellington
- Norman Meehan, senior lecturer, New Zealand School of Music, Massey University
- Selene Mize, senior lecturer, Faculty of Law, University of Otago
- Professor Eric Pawson, Department of Geography, University of Canterbury.

This year, the prestigious Prime Minister's Supreme Award, worth an additional \$10,000, was presented to Selene Mize. The minister and the Tertiary Teaching Excellence Awards Committee selected Selene because of her exceptional portfolio that highlighted her passion for law over a 20-year career, her contribution to the international reputation of New Zealand legal education, and her absolute and unstinting commitment to her students and their success.

Selene has become both a national and an international figure in legal education. Her colleagues have described her creativity and thoughtfulness in course design and pedagogical methods as "inspirational". One of Selene's ex-students described her as "an irreplaceable gift to the legal profession".

Of the 10 awardees, the Hon Anne Tolley said, "these teachers have gone over and above just 'doing a job' and have made it their mission to give their students the tools to achieve in education and other areas of their lives".

Emeritus Professor Noeline Alcorn, chair of the Tertiary Teaching Awards Committee, considers the overall standard of applications was outstanding. The 10 awardees, in particular, demonstrated creativity and commitment in helping their students enjoy learning, and challenged them to achieve at levels higher than they ever imagined they could reach.

Dr Peter Coolbear, national director of Ako Aotearoa, comments, "Once again the panel had an inspiring, but difficult choice selecting 10 awardees from some stunning nominations. We are lucky to have such excellent teachers in our tertiary sector who are willing to put themselves forward for consideration. It was particularly pleasing to see an increase in interest from the private training establishment sector for these awards".

BY BRIDGET O'REGAN

News from the Southern Hub

Welcome to the Southern Hub section of the newsletter. I am delighted to welcome Elizabeth Elsworth from the New Zealand College of Early Childhood Education to share with us her reflections on the impact her recently approved project, Tuakana–Teina, is already having on her organisation. We also feature other recently approved and completed projects and highlight events around the region.



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Tuakana–Teina: Promoting a research culture within a tertiary education setting through tutor–student mentoring relationships

By Elizabeth Elsworth, tutor, New Zealand College of Early Childhood Education

The Tuakana–Teina project is investigating the impact of a research mentoring programme on the use of research by tutors and students. Although this programme has been implemented only recently, many benefits to the New Zealand College of Early Childhood Education are already being recognised.

Valuable discussion in staff meetings has arisen as tutors have explored what it means to be in the role of a mentor, rather than a tutor. By interacting in the spirit of tuakana–teina, tutors are learning to experience the reciprocal roles of teacher and learner. As the mentoring project progresses throughout the year, the shifting positions of knowledge and power between tutors and students will be an important process to document.

This project has enabled me to work with a research mentor from the University of Canterbury. This is particularly important for a private college such as ours, because we can work too much in isolation. This guidance has inspired me to do further research and develop my research skills, so that I will be better prepared for future projects. I have also made further links with other tertiary providers at a recent workshop in Auckland. The Feedforward session at the workshop was a particular highlight.

Feedforward is based on a model by Marshall Goldsmith (2002). It offers a more dynamic and empowering approach to feedback, offering students constructive suggestions for further development and guidance towards change. Tutors here at the college have found Feedforward to be a very useful model to adopt in their work.

Changes are also beginning to show in our students' attitudes towards research. Before the Tuakana–Teina project, many students viewed research as "just another academic assignment", but now research discussions are being overheard in the common room and research journals are no longer abandoned on the library shelves. Tutors have been pleased to be acknowledged for the experience and knowledge they hold beyond their teaching topics. Too often they are identified, but limited, by the topics they are assigned to teach. It is hoped that this project will provide opportunities for tutors to contribute in more varied ways to the learning community within the college.



Elizabeth Elsworth, tutor, New Zealand College of Early Childhood Education, and project leader for Tuakana–Teina, a Southern Hub–funded project.

This project has given me more direction and satisfaction in my own teaching. I have been able to strengthen the links between teaching, research, and practice in each of my teaching sessions. The college timetable was changed to better integrate curriculum areas and research, and the project's impact has extended beyond the tutors and students involved. Other members of the college, keen to share their knowledge and research interests, have also volunteered to be mentors, and the college director and administration staff are also involved.

Already the Tuakana–Teina project has clearly brought benefits to the college on many levels. By its December 2009 completion date, we will have gained valuable insight into the impact of this research mentoring programme and changes to the college's research culture, to reflect the value of reciprocal learning through the concept of tuakana–teina.

Other Southern Hub–approved projects

Our congratulations go to the following people who have had their regional hub projects recently approved by the Southern Hub Advisory Group.

- Jude Douglas, Nelson, Marlborough Institute of Technology – Off the Cuff: quick and simple ideas to support field educators working with social work students.
- Selena Chan, Christchurch Polytechnic Institute of Technology – The Scholarship of Craftsmanship: The Perspectives of Trades People Becoming Vocational Educators.
- Deborah Sims, Christchurch Polytechnic Institute of Technology – Evaluating the Quality of Workplace Learning for Student Nurses in Community Settings.
- Community Colleges New Zealand Ltd, Gareth Archer (project leader) – Māori Youth and the Influence of Traditional Sports and Games on Soft Skill Development.
- Leigh Blackall, Otago Polytechnic – Measuring Open Education.

Recently completed projects

The Southern Hub Advisory Group has signed off two projects since the last issue of *Ako Aotearoa Alert*.

- Accuracy and Confidence of Objective Structured Clinical Examination Pass-Fail Decisions – Mike Tweed, School of Medicine and Health Science, University of Otago. This study explores the factors underlying decision-making when aggregate assessment results are needed, using the University of Otago’s objective structured clinical examinations format. This format is commonly used to assess medical undergraduates’ consultation proficiency. The study analysed the effect on decision-making of increasing the amount of student performance data and whether this affected confidence in these decisions.
- Delivering Online Courses through a Collaboration of 6 TANZ Institutions Using Networked Technology – Keith Tyler-Smith, Tertiary Accord of New Zealand. Keith’s report on the redesign and re-evaluation phases of the project is available on the *Ako Aotearoa* website. It contains strong recommendations, guidelines, and principles for future collaborative developments.

Details of all current and completed Southern Hub–funded projects are on the hub’s home page on the *Ako Aotearoa* website – <http://ako.aotearoa.ac.nz/ako-aotearoa-southern-hub>.

National Project Fund road show

The Southern Hub hosted the National Project Fund road show, which started on 10 June at Otago Polytechnic. Dr Peter Coolbear (director) and Dr Kirsty Weir (research manager) gave excellent advice on how to increase your chances of getting funded in the 2009 round.

From the Otago Polytechnic the road show travelled to the Southland Institute of Technology, the West Coast Tertiary Education Forum, the University of Canterbury, the Christchurch Polytechnic Institute of Technology, Lincoln University, the Nelson Marlborough Institute of Technology, and (after one postponement because of snow) the University of Otago.

I was delighted to meet the 130 people who attended the events, which provided a great platform for me to also discuss potential regional hub projects. I am looking forward to working more closely with these people as they develop their applications for funding.

My sincere thanks go to these organisations and their staff for their hospitality and support for these events.

Events and activities

We worked recently with the Christchurch Polytechnic Institute of Technology to sponsor the April 2009 meeting of the Adult Education & Training Moderation Forum. Forty people from a variety of tertiary organisations from across the country (such as polytechnics, private training establishments, the armed forces, and the industry training sector) came together to hear updates from the New Zealand Qualifications Authority on moderation issues and presentations on topics such as how *Ako Aotearoa* supports research, teaching and learning, neuro-linguistic

programming training, learner-centred teaching, and developing assessment for higher levels in the adult education and training domain on the National Qualifications Framework. It was a pleasure to meet everyone and to discuss future projects.



Attendees at the Adult Education & Training Moderation Forum, which the Christchurch Polytechnic Institute of Technology and Southern Hub jointly hosted. Left to right: Anna Williams and Vikki Roadley, Aoraki College; and Selena Chan, Christchurch Polytechnic Institute of Technology.

National projects in focus

In this issue, we introduce you to two more of our 2008 funded national projects: Engaging Learners Effectively in Science, Technology and Engineering: The Pathway from Secondary to University Education led by Massey University, and Industry Training Organisation (ITO) Workplace Assessment Structures led by the Industry Training Federation.

Professor Tim Parkinson and his team from Massey University – collaborators from the College of Education, the College of Sciences, and the Centre for Academic Development – are exploring ways to effectively engage science, technology, and engineering students at university. The problem of engaging and retaining students in the sciences at a tertiary level, despite their apparent interest in the sciences at school, is longstanding. The Engaging Learners Effectively project aims to address this issue by examining the congruence between secondary and tertiary science education, and paying attention to students' decisions when they are considering transitioning into tertiary-level science.

The genuine excitement that this work has generated was clear at the project launch earlier in 2009. It was great to see the team and its wider support network at the launch, including senior management from Massey University and the project's reference group of experts from the compulsory and tertiary sectors. The reference group enables the team to examine student engagement at university level, but also to take into account students' prior learning experiences. This broad educational approach will enable the team to inform science educators on how to better engage and retain science students. It will also be interesting to see whether the lessons learned raise questions for other disciplines.

Nicholas Huntington from the Industry Training Federation and Dr Karen Vaughan from the New Zealand Council for Educational Research are leading the second project, ITO Workplace Assessment Structures. This collaboration involves the Industry Training Federation's Research Network, which includes the Retail Institute, Competenz, ETITO, Creative Trades ITO, and Careerforce. The project examines the ways in which ITOs manage workplace assessment and support workplace assessors. The project's overarching aim is to identify practices that ITOs can use to enhance the educational experiences of learners who are assessed on the job.

We are delighted to support this important area of work. Although on-job assessment affects a significant number of learners (eg, more than 180,000 learners are engaged in part-time on-the-job learning – *Industry Training Achievement*, Industry Training Federation, 2009) very little New Zealand research has focused on assessment in this

context. Nicholas Huntington comments, "Assessment in the workplace is not only an integral part of industry training, but has a longstanding history in other disciplines, and is increasingly being used in other parts of the tertiary system. Exploring the distinctive nature of workplace assessment and how it can be effectively supported will be of value not only to industry trainees, but also those pursuing other professionally focused education and training pathways with practicum or internship components".

The project started in March 2009, and already the team has produced a literature review that international experts have peer reviewed: *Workplace Learning Assessment Structures: Literature Review*. This initial piece of work will soon be available on the Ako Aotearoa website – www.ako.aotearoa.ac.nz. This work will also inform the project's next stages, which involve surveys and focus groups in 38 ITOs across New Zealand.

These two research projects will enhance our understanding of how to better engage tertiary students and identify effective assessment practices for the workplace. We look forward to bringing you more news about their progress.

Two more 2008 projects funded through the National Project Fund were featured in our May issue: the AUT University-led, Te Kawai Kumara: A Pilot for the Synchronous Delivery of a Common Postgraduate Programme in te reo Māori across Multiple Sites, and Manukau Institute of Technology's Dedicated Education Unit: Enhancing Clinical Teaching and Learning.



The official Massey University launch of Engaging Learners Effectively in Science, Technology and Engineering, an Ako Aotearoa National Project Fund project. From left Pru Kelley, Wellington High School; Barbara Evans, Rangitoto College; Nick Roskrige, kaiārahi Māori, College of Sciences; Melba Scott, Palmerston North Girls High School; Professor Mason Durie, assistant vice-chancellor (Māori & Pasifika); Professor Robert Anderson, pro-vice chancellor, College of Sciences; Steve Maharey, vice chancellor; Professor James Chapman, pro-vice chancellor, College of Education; Gordon Suddaby, director, Centre for Academic Development and Learning; Kirsty Weir, research manager, Ako Aotearoa; Bob Rosemergy, retired school careers counsellor; Marg Gilling, College of Education; Professor Tim Parkinson, project leader, College of Sciences; Helen Hughes, research associate, Stratum Consulting; and Bill McIntyre, College of Education. (Absent: Tim O'Connor, Palmerston North Boys High School.)

National Project Fund workshops

Dr Kirsty Weir reports on the success of the June National Project Fund workshops.

Throughout June we travelled the length and breadth of the country, presenting workshops on the National Project Fund in preparation for the 2009 funding round. Our intention was for these workshops to provide additional support to project teams as they develop their 2009 bids. In particular, we wanted to clarify the fund's overarching objectives, discuss our position on research, and describe what the selection panels look for in applications.



Southern region – Christchurch Polytechnic Institute of Technology: attendees at the National Project Fund “How to get funding” workshop.

Ako Aotearoa's regional hubs hosted the workshops, and we were delighted with attendees' interest and engagement. We held 22 workshops with about 340 attendees – what a turn out!

The key messages Dr Peter Coolbear and I stressed in our presentations was that applications must clearly communicate the evidence-based need for their project (ie, why the work should be done), and have a robust and appropriate method given the project's aims and goals. Moreover, successful projects will demonstrate their potential to affect our knowledge of tertiary teaching and learning and its impact on practice for learner benefit. Therefore, we have been stressing the need for applicants to think big and show how their project has relevance across different disciplines, or to different parts of the sector.

Remember that we are asking the panel to select projects that, if funded, will help to improve outcomes for learners and have the potential to impact broadly across the tertiary education sector in New Zealand.

“successful projects will demonstrate their potential to affect our knowledge of tertiary teaching and learning and its impact on practice for learner benefit”

We are looking forward to this year's round and supporting more projects under this initiative (two projects awarded funding in 2008 are discussed on page 6). The closing date for expressions of interest was 21 August 2009, and I have enjoyed acting as a sounding board for project ideas or reading through draft applications. There will be more news on the 2009 round in our next issue of Alert and I look forward to announcing the successful applicants later in the year.



Northern region – The University of Auckland: Dr Peter Coolbear follows up his presentation with an informal discussion with attendees.



Central region – Massey Wellington campus: Kathy Holloway of Whitireia Community Polytechnic talks with Dr Kirsty Weir after the main workshop presentation.

Project spotlight: workplace learning

In this regular feature Ako Aotearoa profiles projects it is supporting through its regional funding scheme that relate to a specific area of tertiary education.



Members of the project team – Otago Polytechnic students Sarah Mockford, Renee Mercer, Nic Dymock, and Chris Gill with catering tutor Adrian Woodhouse (in white).

their images, narrative, and music into a digital storytelling software package and add any special effects.

Maxine and Adrian are also mentoring a group of colleagues to develop digital storytelling skills. Once their colleagues are familiar with the process, they will share their expertise with other colleagues and learners.

The project is due to be completed in December 2009. The project's results will be shared across and beyond Otago Polytechnic. Equally important, learners will showcase their digital stories at open forums at the polytechnic to which they will invite members from local private training establishments. Everyone involved in this project will continue to turn everyday experiences into meaningful learning opportunities.

Supporting learning in the workplace

In July 2008, Adrian Woodhouse, a catering lecturer at Otago Polytechnic, became a Tertiary Teaching Excellence Award recipient. He went on to join the Ako Aotearoa Academy for Tertiary Teaching Excellence. By October, Adrian had teamed up with Maxine Alterio, a staff development coordinator and fiction writer at Otago Polytechnic, to work on their Southern Hub-funded project Creating Digital Stories to Enhance Vocational Learning.

The project's main aim is to support learners to develop vocational literacy skills and engage fully with course content by utilising their considerable technological skills to create focused, contextualised, and personalised learning stories.

An enthusiastic group of learners enrolled in a certificate of professional cookery programme is working with Maxine and Adrian to explore ways in which active involvement in the creation of digital stories can support and enhance learning.

Each learner chooses a theme such as "living off the land" or "cooking for flatmates". They then select and scan images that depict aspects of their theme. These images include photos, recipes, and menus. The next step involves each learner placing their images on a storyboard and using them to develop a storyline. During this stage, Maxine and Adrian use reflective conversations to help learners come up with possible narratives. Such conversations are invariably full of learning and laughter. As one learner commented, "You never truly know what you think and feel about an experience until you describe it to others".

Learners expand and enhance their vocational literacy skills as they share their ideas. Maxine and Adrian also facilitate group discussions based on the culinary terms and processes depicted in the storyboards. After learners develop their narratives, they each select a music track to help create the atmosphere they wish to evoke. They then load



Project partner – Maxine Alterio, staff development coordinator, Teaching and Learning, Otago Polytechnic.

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