



The Ako Aotearoa Pacific Peoples' Caucus: from left to right are Dr Malakai Koloamatangi, Fiso John Fiso, Toleafoa Sina Ai olupotea-Aiono, Linda Aumua, Pauline Winter, Dr Margaret Southwick, and Aiono Mino Cleverley.

Introducing the Pacific Peoples' Caucus

Pictured above is Ako Aotearoa's Pacific Peoples' Caucus at their second meeting in November. This group is mandated to provide us with direction and advice in developing our strategy to support Pacific educators and learners. The caucus also acts as the selection panel for the Pacific Peoples' stream of our National Project Fund.

We are honoured to have these people in the caucus: Pauline Winter, director, Office of Pasifika Advancement, AUT University; Fiso John Fiso, chief executive officer, New Zealand Institute of Sport; Dr Margaret Southwick, dean, Faculty of Health, Education and Social Sciences, Whitireia Community Polytechnic; Toleafoa Sina Ai olupotea-Aiono, Pasifika development manager, Manukau Institute of Technology; Linda Aumua, senior policy analyst, Ministry of Pacific Island Affairs; Dr Malakai Koloamatangi, National Centre for Research on Europe, University of Canterbury; and Aiono Mino Cleverley, director, Pacific Training Institute.

Welcome

It's not been more than a few weeks since we sent out Issue 6 of our newsletter, but we decided it's important to publish one more before the summer break because there is a lot to talk about.

It is a great pleasure, for instance, to announce the 2009 recipients of our National Project Fund. Once again, this was a highly competitive process and we are very excited about the successful projects. We look forward to this work getting under way early in the New Year. I would also like to publically thank all the members of the three selection panels for their hard work and careful deliberations. Making the selections is no easy task and there are inevitably some disappointments in that we are unable to fund all the innovative and exciting work proposed.

A critical part of Ako Aotearoa's work for 2010 will be developing and implementing a strategy for Māori educators and learners. We have now committed well over \$1 million to support enhanced success for Māori in tertiary education, largely through the great ideas that have come to us. It is now timely for us to take stock of what work we are doing already and pull this into a strategic framework, identifying any priority areas we are not addressing to enable us to gain maximum leverage and impact from the work we are already doing. To this end, Ngahiwi Apanui, our kaihautū Māori, is having a series of meetings around the country to gather views on where we will be heading in the future. We plan to bring this korero together in a national hui sometime next year.

We also feature, on pages 2 and 3, details of our Ako Framework, which will help us frame how we develop this work in a kaupapa Māori context as we progress towards becoming a bicultural organisation.

In this context, too, we are delighted to announce that the Minister for Tertiary Education, Hon Anne Tolley, has approved our proposals for an additional category of Tertiary Teaching Excellence Awards, recognising sustained teaching excellence in a kaupapa Māori context.

With very best wishes for the holiday season

Dr Peter Coolbear

Director, Ako Aotearoa

Introducing our Ako Framework

Ngahiwi Apanui, kaihautū Māori for Ako Aotearoa, outlines the purpose and content of our Ako Framework for supporting Māori learners and educators – developed in collaboration with our Māori Caucus.

One of my key objectives since joining Ako Aotearoa in July has been to work with the Māori Caucus to form the Ako Framework. It underpins how we support Māori learners and educators and may also inform how we work for all learners. The framework reflects the dimensions that we believe organisations and educators working within a kaupapa Māori context should address and incorporate into their business practice.

Ako Aotearoa is committed to being an organisation that is based on the principles of the Treaty of Waitangi. This commitment is underpinned by robust internal systems, strategies that relate specifically to positive outcomes for Māori learners, and an organisational structure that includes a Māori Caucus comprising respected Māori tertiary educators, two of whom sit on the Ako Aotearoa Board. The Ako Framework is intended to be a living document that is continually referred to and reviewed in the operation and development of Ako Aotearoa's service delivery.

Looking ahead to 2010, we are planning a major national hui for Māori educators. The purpose of the gathering will be to guide Ako Aotearoa in the development of its strategy to support Māori educators and learners. This will be an event like no other and the challenge will be to ensure we give appropriate effect to the Ako Framework within the event. The hui is in its early stages of planning, but will be a two-day event. We will update you as soon as dates are finalised.

The Mātauranga Māori section of our website (<http://ako.aotearoa.ac.nz/matauranga-maori>) has undergone a minor make over. It is a great place to find resources on teaching and learning, updates on our work for, and with, Māori learners and educators, and to exchange views about issues of the day.

I have enjoyed the opportunity to visit Māori tertiary leaders and teachers throughout the country to gather information that will inform our Māori strategy and assist us in finalising the schedule for the 2010 hui. The visits have been informative and



Ngahiwi Apanui, Ako Aotearoa kaihautū Maori introduces our Ako Framework to support Maori learners and educators.

inspirational, and I count myself lucky to have been given time with such a committed, intelligent, and visionary group of people. Me mihi ka tika ki a koutou katoa e hāpai mai nā i ngā wawata o tō tātau iwi huri noa.

Kaupapa	Whakamārama	Tikanga
Whakapapa	Genealogy, heredity	<ul style="list-style-type: none"> Understanding and celebrating the origins of the wider organisation and whakapapa of the individuals within it Understanding the organisation and its place in the sector Understanding the whakapapa of knowledge and our place in that whakapapa, that is, Tane-nui-ā-Rangi Understanding and recognising the validity of the history, perspectives, beliefs, and values of Māori in Aotearoa
Wairuatanga	Spirituality, belief, faith	<ul style="list-style-type: none"> Integrates wairua into all practices Recognises wairuatanga as an essential component of an individual along with taha tinana (physical), taha hinengaro (intellectual), and taha whānau (family) Is inclusive of moemoeā and matakitetanga (vision) Recognises and respects other belief systems
Whanaungatanga	Kinship, relationships	<ul style="list-style-type: none"> Understands the relationships between individuals, iwi, hapū and pan-Māori groups and how to promote, establish and manage mutually beneficial relationships Strong support systems for members of the organisation Maintaining strong relationships with key stakeholders

Mana	Authority, reputation	<ul style="list-style-type: none"> • Building, valuing, promoting, and protecting the reputation of Ako Aotearoa • Recognising and respecting the authority and reputation of whānau, hapū, iwi, and Māori groups around the country
Te Reo		<ul style="list-style-type: none"> • Respect and value for te reo Māori • Promoting and using te reo Māori • Promoting and supporting excellence in the teaching and learning of te reo Māori
Mātauranga Māori	Māori knowledge	<ul style="list-style-type: none"> • Promoting mātauranga Māori to the tertiary sector • Promoting discussion and use of Māori learning frameworks
Kaitiakitanga	Guardianship, conservation, sustainability	<ul style="list-style-type: none"> • Sources of knowledge acknowledged and respected • Valuing the longevity of the organisation • Establishing systems to ensure the sustainability of the organisation • Ensuring that practices are consistent with conservation and sustainability of natural resources
Manaakitanga	Hospitality, generosity	<ul style="list-style-type: none"> • Manaakitanga is integrated into all aspects of our service • Educators and learners are an important/the focus • Guidelines and processes are culturally appropriate, user friendly, and accessible to client groups • Is inclusive and readily shares information
Whakanui	Respect, value	<ul style="list-style-type: none"> • Valuing our people and stakeholders • Valuing the contributions we receive from all parts of the sector • Valuing excellent and good teaching, and good learning practice
Kotahitanga	Unity	<ul style="list-style-type: none"> • Promotes and encourages collaboration • Is focused on positive outcomes for Māori learners and national Māori development
Whakamana	Empowerment	<ul style="list-style-type: none"> • Empowering Māori by aspiring and working towards being a Treaty of Waitangi-based organisation and increasing capability to service Māori • Empowering teachers and learners • Empowering the sector to do better for Māori teachers and learners
Akoranga and whakaakoranga	Learning and teaching	<ul style="list-style-type: none"> • Being learner focused • Understanding learner needs • Identifying, encouraging, and promoting excellence/emancipatory praxis in teaching
Taunaki	Evidence based	<ul style="list-style-type: none"> • Basing research on sound methodology • Research has a practice focus • All assertions and frameworks are supported by robust evidence, particularly around outcomes for learners
Kairangi	Excellence, high standards	<ul style="list-style-type: none"> • Maintaining high standards of project and research evaluation • Maintaining and valuing high standards in the work we do

Note: This document has its origins in work carried out into kaupapa Māori and mātauranga Māori frameworks by many notable Māori educators including: Graeme Smith, Linda Smith, Leonie Pihema, Mereana Selby, and Ako Aotearoa's Māori Caucus.

BY IAN ROWE

News from the Central Hub

Kia ora to all tertiary educators and learning support staff in the central region. I hope you find plenty to interest you in this final edition of *Ako Aotearoa Alert* for 2009. Have an enjoyable festive season, a restful vacation, and a challenging but rewarding 2010.



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Dr Marian Bland (left), associate professor of Nursing at the Universal College of Learning, discusses the project with research colleague and Nursing Laboratory coordinator Susie Le Page.

Central Hub projects in progress

A collaborative research project involving the School of Nursing at the Universal College of Learning (UCOL) and Department of Adult and Health Studies at the University of Huddersfield in the United Kingdom focuses on the question: "How effective is simulation in preparing student nurses to competently measure blood pressure in the real world environment?". It investigates the effectiveness of simulated practice of a clinical skill with nursing students. Simulated practice encompasses classroom learning followed by hands-on learning opportunities based within the safe environment of a laboratory designed specifically to simulate a hospital ward or relevant setting.

Dr Marian Bland, project co-leader and associate professor of Nursing at UCOL, is pleased with progress on the research, the results of which will be used to inform the teaching of the measurement of blood pressure. The responses from two student questionnaires at both institutions are now being analysed. These record student perspectives on the effectiveness of the blood pressure simulation taught before their first clinical placement, and their confidence/competence when performing that skill on their first clinical placement. The perspectives of clinical mentors and nurse teachers are also being analysed to see if the students were confident and competent when measuring blood pressure on their clinical placement.

Ako Aotearoa anticipates the project outputs will be available on its website in March 2010.

Ian Rowe's top tips for teachers

Questions for and from students are a valuable way of informally assessing student learning and responding to what they want to know or have clarified. Too often, though, the silence following a teacher's question or the invitation for students to ask questions is unbearable for the teacher. Some teachers are nervous of silence and quickly move to the next topic or modify their question to make it easier for students to answer. This cuts short potentially valuable learning exchanges that may have been of benefit to many of the learners.

When we respond to a question in a learning situation, most of us consider our response options, rehearse the chosen answer, have our internal censor tell us it will not make us look silly, then usually wait a few seconds before responding.

Teachers should learn to feel comfortable with the silence that ensues as students go through the process above.

A further development on that line, especially when asking a difficult question or one where there may be an element of controversy or debate, is to pose the question, then move to a different part of the room. This seems to symbolically open the space for a response and conveniently extends the period of silence.

Let the silence linger, leave it hanging, see what happens, students will respond.

Introducing Gordon Suddaby

Gordon is coordinator of the Central Hub Advisory Group. His involvement with Ako Aotearoa goes back to the Teaching Matters Forum in early 2006. This forum provided the impetus for the Tertiary Education Commission to establish a national centre for tertiary teaching excellence, with the mission to improve the quality of teaching and learning practices across the tertiary sector to enable the best possible educational outcomes for all learners.

Gordon was the project leader for Massey University's successful bid to host Ako Aotearoa. As coordinator for the Central Hub, Gordon, together with Janet Walke from UCOL, provides oversight of the hub activities, directs the activities of hub operations manager Ian Rowe, liaises with other representatives of the advisory group, and is a permanent member of the Regional Hub Project Fund approvals panel for this area.

This work is in addition to his role as director of the Centre for Academic Development and e-Learning at Massey University, Palmerston North. Gordon has worked at Massey since 1995, and was previously a senior lecturer at the Dunedin College of Education. Before that, he was an advisor within the Ministry of Education, following several years' primary and secondary school teaching.

Gordon is particularly interested in the best use of communication technology to enhance learning for tertiary students, which fits well in a university with such a large extramural student base. He has written several publications in that and other teaching-related subjects, is the president of the Australasian Council on Open, Distance and e-Learning, and is an auditor for the Institutes of Technology and Polytechnics Quality agency.

Gordon is very positive in his support for Ako Aotearoa and has enjoyed helping the organisation establish itself and become known for important work in tertiary education. Away from work, Gordon is a rose breeder and, as a proud product of rural Southland, is an ardent supporter of the rugby team that currently holds the Ranfurly Shield.



Gordon Suddaby, Central Hub coordinator and director of the Centre for Academic Development and e-Learning, Massey University.

Recently completed projects – software evaluation

Terry Stewart and Scott Symonds from the Centre for Academic Development and e-Learning at Massey University have completed a project that examines software packages designed to support teachers working with scenario-based learning (SBL). It provides a "snapshot" comparison of existing tools for teachers wanting to incorporate context-rich delivery in which students are asked to apply their knowledge and skills in response to issues or problems contained in a particular scenario.

The project involved Terry and Scott comparing five currently available packages specifically designed for SBL. This included putting the packages through an evaluation process that involved authoring a small scenario, and examining associated support literature and websites.

The project report will be valuable for teachers wanting to make informed decisions about which software would best suit their requirements when teaching in scenario-based mode.

All project outputs can be accessed through the Central Hub homepage on our website. Click on the *Project outputs* link featured in the right side bar, or scroll down the page to see *What's new* in the hub.

Recently completed projects – literacy, language, and numeracy learning experiences: on and off the job

We have also supported the Joinery and Glass Industry Training Organisation, which has commissioned Dr Chris Holland of Work & Education Research & Development Services to investigate the interconnections between formal and informal learning that develop and support foundation learning in literacy, language, and numeracy for glass apprentices.

The project asked questions such as the following.

- How do glass apprentices manage formal and informal learning?
- How does learning on the first block course support learning on the job?
- How do apprentices learn on the job and in self-directed study?
- How does learning on the job and self-directed study support learning on the second block course?
- How could learning, literacy, and numeracy development in particular, be strengthened?

The answers to these questions are found in the project's research report, available on the Ako Aotearoa website. This report will be of special interest and value to educators and trainers working with apprentices, and in foundation education.

“Turning Vision into Promising Practice”



Members of the Ako Aotearoa Academy of Tertiary Teaching Excellence together for the symposium, in October. Seated second row, second from left is symposium special guest Professor Sally Kift, from Queensland University of Technology and senior fellow of the Australian Learning and Teaching Council. Dr Gary Bold, recipient of the Academy Special Teaching Award, is lower far right.

Dr Sydney Shep, senior lecturer at Victoria University of Wellington and executive member of the Ako Aotearoa Academy of Tertiary Teaching Excellence, reports on the Academy's 2009 symposium.

Laughter, tears, talk, and silence. The second annual Ako Aotearoa Academy of Tertiary Teaching Excellence symposium featured all of these interactions and more as 45 recipients of the national Tertiary Teaching Excellence Awards met in Wellington 28–30 October to celebrate excellence, share practice, and broaden horizons. The Academy works collaboratively with Ako Aotearoa and other organisations for the benefit of educators and learners across the tertiary sector, and provides advice and support on tertiary education practice and policy from a practitioner perspective. The annual symposium is one of the few opportunities for members to meet face to face and help shape the future of tertiary education.

The Hon Dr Wayne Mapp, Associate Minister for Tertiary Education, and former university lecturer, opened the symposium with a speech on the current government's macro-economic policies, the Tertiary Education and Research, Science and Technology strategies, and the role of the symposium. Two emerging themes that echoed throughout the various sessions were of increasing participation and success in the tertiary sector and the life-changing experiences excellent teaching can engender.

The Academy's special guest, Professor Sally Kift, from Queensland University of Technology and senior fellow of the Australian Learning and Teaching Council, focused on the 'first-year experience' in both her pre-symposium workshop and keynote address. Her "Six First Year Curriculum Principles" generated much interest amongst symposium attendees, who represented different areas of the tertiary sector.

An exceptional and well-received feature of this year's symposium was the harnessing of individual Academy members' expertise for workshops and "Promising Practice" interactive sessions.

The second notable feature was the opportunity to work in small groups to contribute to Academy position papers on teaching excellence, the scholarship of teaching, and the quality assessment process. These "Making a Voice" facilitated sessions provided invaluable spaces for attendees to work collaboratively to help make a difference in a funding climate where teaching is increasingly under pressure to perform.

The symposium ended with two contrasting events. The first was a lively discussion about Ako Aotearoa and the future of the Academy, led by Dr Peter Coolbear of Ako Aotearoa and Oriel Kelly of Manukau Institute of Technology. Academy members advocated for opportunities such as the symposium to engage in robust dialogue, debate, peer support, professional development, and creative interaction. As a whānau, we need to stand strong, give ongoing proof of excellence through practice, and continually challenge basic principles. The hysterically funny, yet deadly serious debate between Massey University's TE@M and Waikato/Bay of Plenty regions "Academy Winners Know Everything" was ably fronted by the Hon Steve Maharey, Vice-Chancellor

of Massey University and former Minister for Tertiary Education, who initiated the Tertiary Teaching Excellence Awards during his parliamentary career.

Congratulations go to Donna Buckingham and John Hosking, Academy president and vice-president, the Academy executive committee, and indefatigable Helen Dobson, our executive secretary, for making the second Academy symposium an event worth remembering and worthy of being repeated. See you all next year!

Excellent teacher receives special teaching award

Dr Gary Bold, from The University of Auckland, was honoured at the Ako Aotearoa Academy of Tertiary Teaching Excellence symposium with an Academy Special Teaching Award, in recognition of his contribution to excellent teaching. Gary received a Tertiary Teaching Excellence Award in 2004. He has literally lost track of the number of teachers he has taught who have gone on to achieve national recognition with their own Tertiary Teaching Excellence Awards. We know there are at least four: Professor John Hosking, Paul Denny, Professor Chris Wild, and Dr Dawn Garbett – all from The University of Auckland.

During the symposium, Gary demonstrated his teaching techniques; it is easy to see how his teaching inspired others to become some of the best teachers in New Zealand.

National Project Fund 2009 recipients announced

We are delighted to announce the National Project Fund recipients for 2009. As with last year, the fund was highly competitive; we received 65 applications across the three major funding streams, from which the selection panels invited 15 teams to develop full proposals.

Of the 15 full proposals considered, the seven listed here have been offered funding, subject to contract negotiations. They represent a range of topics, such as supporting learners through online environments, exploring the impact of student evaluations on teaching, and enhancing kaupapa Māori within early childhood education. We are also delighted to support the first projects funded through our inaugural Pacific Peoples' Project funding stream.

To date, the National Project Fund has been an open fund whereby applicants develop proposals across a broad range of self-identified topics. This has worked well and enabled us to fund projects in a variety of areas. We are now in a position to assess the full portfolio of projects we support, and identify areas where new work is required. We will review the National Project Fund early next year to consider how much of it will remain open, and how much will be allocated through a Request for Proposal process.

We expect to announce the details of the 2010 National Project Fund by April next year. In the meantime, we look forward to the new projects getting underway and continuing to support the project teams funded in 2008.

Research and Implementation Stream	Contact Project Leader	Organisation
Belonging, Becoming and Being: First Year Apprentices' Experiences in the Workplace	Selena Chan	Christchurch Polytechnic Institute of Technology
Maximising Learning Dialogue: Opportunities in Professional Field Based Experiences	Andrew Smith	Bethlehem Tertiary Institute
Unlocking the Impact of Tertiary Teachers' Perceptions of Student Evaluations of Teaching	Sarah Stein	University of Otago
E-learning and Higher Education: Understanding and Supporting Organisational Change in New Zealand	Stephen Marshall	Victoria University of Wellington
Help or Hindrance – Blended Approaches and Learner Engagement	Lyn Jeffrey	Massey University
Māori Initiative Project Stream	Name	Organisation
Building Kaupapa Māori into Early Childhood Education	Ngaroma Williams	The Open Polytechnic of New Zealand
Pacific Peoples Project Stream	Name	Organisation
Tertiary Bridging Tracks: Holistic Teaching and Learning Practices of Pacific Private Training Establishments	Lindsay Huthnance	New Zealand Institute of Sport



National Project Fund 2009 recipient Dr Lyn Jeffrey, Senior Lecturer, Department of Management, Massey University (Albany).



Lindsay Huthnance from the New Zealand Institute of Sport will also receive funding in this year's NPF round. She is pictured here with project team members Taulalo Fiso, Strategic Director (far left), and Latu To'omaga, Deputy Supervisory Tutor, Wellington Campus (far right), with NZIS Chief Executive Officer, Fiso John Fiso.

Ako Aotearoa website moves into phase II

Justin Sampson, Ako Aotearoa knowledge manager, describes the next stage of improvements for our website.

The Ako Aotearoa website has been operational for a year and we are reviewing it to determine improvements in the form of a phase II plan of development. This work will extend the site in terms of content, usability, and functionality.

As part of this process, we conducted an online survey of registered users in July. We asked a range of questions about what material they are looking for on the site, how they use it, and what changes they would like to see. Over 200 users completed the survey and their comments were, in the main, very positive. These results have steered our review towards a rolling programme of targeted enhancements.

Taking account of the feedback we received from this group, the broad aims for phase II will include:

- increasing the level of interaction of users on the site
- encouraging more users to register on the site
- improving the navigation and general usability of the site
- significantly redeveloping the Mātauranga Māori section of the site
- continuing to increase the content and improve its accessibility through guides and syntheses.

In conjunction with this work, we have convened a Website Reference Group, which includes Dr Irina Elgort (Victoria University of Wellington), Dr Joce Jesson (The University of Auckland and Ako Aotearoa Board member), Dr Mark Laws (Te Whare Wānanga o Awanuiārangī), and Mark Nichols (Laidlaw College). These experienced teachers, staff developers, and e-learning specialists from across the tertiary sector are providing us with valuable independent advice and guidance on the future development of the site.

Some changes have been implemented already, while other work is in the pipeline. You can keep up to date with these developments through my blog: www.akooteaoroa.ac.nz/blogs/justin-sampson, and I welcome your feedback on how these improvements are helping you.

We also encourage you to become a registered user on the site and receive our regular bulletins about current news and new resources.



Excellence profiled

The *Excellence* booklet, profiling the 2009 Tertiary Teaching Excellence Award recipients, is now available in hard copy and online through our website. If you have not received a copy from us and would like one, please email your request to: info@akooteaoroa.ac.nz



Changes to Tertiary Teaching Excellence Awards for 2010

We are delighted to announce that the Minister for Tertiary Education, Hon Anne Tolley, has approved our recommended changes to the Tertiary Teaching Excellence Awards criteria. A new category, to identify and celebrate the contribution of tertiary teachers working in a kaupapa Māori context, has been added for 2010. These additional awards have been funded by Ako Aotearoa. The Ako Aotearoa Māori Caucus, in collaboration with the Tertiary Teaching Excellence Awards Committee, has developed the new criteria.

The changes mean that, in 2010, there will be up to 12 awards, including the provision for at least two awards under this new category. All awardees are eligible for the supreme award – the Prime Minister's Award of \$30,000. Other awardees will receive \$20,000.

For further information on the awards, the 2010 criteria, and nomination forms, please click on the "Awards" button in the Ako Aotearoa section of our website: www.akooteaoroa.ac.nz.



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