



The Ako Aotearoa Pacific Peoples' Caucus: from left to right are Dr Malakai Koloamatangi, Fiso John Fiso, Toleafoa Sina Aiolupotea-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 Aiolupotea-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"> <li>Understanding and celebrating the origins of the wider organisation and whakapapa of the individuals within it</li> <li>Understanding the organisation and its place in the sector</li> <li>Understanding the whakapapa of knowledge and our place in that whakapapa, that is, Tane-nui-ā-Rangi</li> <li>Understanding and recognising the validity of the history, perspectives, beliefs, and values of Māori in Aotearoa</li> </ul>
Wairuatanga	Spirituality, belief, faith	<ul style="list-style-type: none"> <li>Integrates wairua into all practices</li> <li>Recognises wairuatanga as an essential component of an individual along with taha tinana (physical), taha hinengaro (intellectual), and taha whānau (family)</li> <li>Is inclusive of moemoeā and matakitetanga (vision)</li> <li>Recognises and respects other belief systems</li> </ul>
Whanaungatanga	Kinship, relationships	<ul style="list-style-type: none"> <li>Understands the relationships between individuals, iwi, hapū and pan-Māori groups and how to promote, establish and manage mutually beneficial relationships</li> <li>Strong support systems for members of the organisation</li> <li>Maintaining strong relationships with key stakeholders</li> </ul>

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

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 RUTH PETERSON

## News from the Northern Hub

In this issue of *Ako Aotearoa Alert* we highlight recently funded regional hub projects that aim to build capability in teaching and learning practices across the sector.



Ako Aotearoa Northern Hub funded project: Te Whare Wānanga o Awanuiārangī brings science education to Māori living in remote parts of New Zealand.

### Science for Māori in remote locations

Te Whare Wānanga o Awanuiārangī has developed a science course specifically for Māori who live in remote parts of New Zealand. Ako Aotearoa recently provided funding to enable Wānanga staff to develop learning resources to support a blended or “mixed-mode” delivery model. e-Wānanga will be used for online theory, mixed with kanohi ki kanohi (face-to-face) evening computer-room tutorial support, and multiple day noho marae for field trips.

The long-term impact of this project will be its potential to take knowledge about environmental science to the areas in which people live and work. This will increase the capacity and capability of marae and iwi to manage their own coastal, fisheries, land, and environmental resources. Furthermore, the project will create an environment where the concept of life-long learning is enhanced and pathways to higher education can be followed.



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### Parent and Child Time Together (PACTT)

The Northern Hub has funded the City of Manukau Education Trust (COMET) “Working together for education” project. The project’s objective was to make PACTT material available to a greater variety of providers across the sector. Through our support, COMET has been able to produce a multimedia presentation that can be used in a range of learning situations and environments. The project and presentation, titled “The Power of PACTT – Parent and Child Time Together”, are now available on the Ako Aotearoa website at: <http://ako.aotearoa.ac.nz/pactt>. PACTT is part of the Manukau Family Literacy Programme, a free adult education programme that runs for about 20 hours per week. It is delivered by an accredited tertiary institution, in a dedicated classroom on the school site. The programme develops the student’s literacy skills and results in a tertiary qualification. The adult class is small, about 10 to 15 people, and involves around 20 contact hours per week plus some independent study.

Seventy percent of the adults involved have no school qualifications. However, a 2006 PricewaterhouseCoopers report found that two-thirds of the 85 adults who completed the course went on to further study.

The programme enables families to work together to improve their education. There may be a planned literacy experience, or one-on-one work in the classroom. Several Cook Island, Samoan, and Māori students have gained confidence from the

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programme, going on from the Level 4 qualification to a degree programme.

## Workplace mentoring

Two current projects to support learners engaged in industry training are nearing completion. Both projects are being conducted by researcher Chris Holland in conjunction with the Industry Training Federation. The first is a literature review that explores current knowledge about workplace learning support systems (mentoring and coaching), drawn from national and international research. The review begins with a broad overview of workplace learning (“The Nature of Workplace Learning”) and covers topics such as communities of practice, workplace affordances, and expansive and restrictive paradigms. Sections three (“Concepts of Mentoring”) and four (“Mentoring Approaches”) describe mentoring in detail, while a further section covers “The Benefits and Issues in Mentoring”.

The second project (currently under way) pilots a professional development model to strengthen industry-based workplace mentoring.

## e-Primer No. 5: Extending e-possibilities

Mark Nichols’ final e-Primer, *Extending e-possibilities*, is now published on the Ako Aotearoa website – use the following URL to see the whole series: <http://ako.aotearoa.ac.nz/projects/epimer-series>.

Mark comments that the fifth e-Primer has been the most difficult to prepare. This has been because of the lack of evidenced research on web 2.0 applications in education.

Mark sums up by saying “We ought to be especially open to exploring how we might use extended technologies in education, but do so by first being aware of their limitations, and being deliberate about what exactly it is we aim to achieve”.

*Extending e-possibilities* offers valuable and informative reading, and explores how web applications have the potential to transform teaching and learning beyond the usual confines that have formed our present paradigms.

# Learning achievements by Pacific and Māori students

The New Zealand Career College (NZCC) is a Pasifika private tertiary education provider that enjoys close relationships with a range of Pacific Island communities. Over the past five years, NZCC has established an excellent reputation for supporting students of predominantly Pacific Island, Māori, and a variety of migrant ethnicities to pathway from low academic achievement levels through to gaining entry into the second year of a university early childhood education (ECE) degree programme.

Their successful student completions led them to seek funding from our hub to identify the teaching and learning strategies that have contributed to this success.

Specifically, the project will address questions about key support for ECE students, key challenges in providing that support, and other factors that have supported/impeded learning.



From left to right: (back row) project leader Susan F Graham, Nikki Going, and Elisa Ah Lam; (front row) Pomate Westerlund and George Pasene. Absent are research fellow Patricia Mikaere and research mentor Dr Pip Bruce Ferguson.

## Innovation through music

A collaborative project between the New Zealand Tertiary College and The University of Auckland seeks to challenge the “normal practice” within performing arts education and consider new ways of arts learning and teaching. The project team recognises that tertiary teachers do not often have the opportunity to examine their pedagogical practice in a different light; this project provides a vehicle for innovation in music teaching practice.

The researchers’ aim is to consider and suggest new forms and conceptions of arts-/music-based teaching and teacher education, as well as to articulate a model of shared practice that fosters reflection on and innovation in all spheres of tertiary teaching and learning.

## Greeting to our readers

Staff at the Northern Hub office wish readers season’s greetings over the holiday period and hope you will have a relaxing break. To all who have worked with us to enhance outcomes for tertiary learners, we say “thank you”. To those who have not yet seen an opportunity for partnering to achieve this goal, we hope you will think of ways we can work together in the New Year.

## “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](http://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.



## 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](http://www.akooteaoroa.ac.nz).

### 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](mailto:info@akooteaoroa.ac.nz)



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