

# Ako Aotearoa Annual Report

1 January to 31 December 2018

Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

Ako  
AOTEAROA

**Published by**

Ako Aotearoa

New Zealand's Centre for Tertiary Teaching Excellence

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ISSN: Online 1772-7934

Print 1172-7810

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# Chair's report



⚡ Ako Aotearoa Board, standing L-R: Greg Durkin, Dr Jennie Harré Hindmarsh, Dr Rawiri Taonui and Professor Jill McCutcheon. Seated L-R: Dr Amanda Torr, Jacqui Poutu, Dr Graeme Benny (Chair), Dr Alison Kuiper and Dr Margaret Taurere. Members not present: Dr Gabrielle Wall and Dr Peter Stevens.

Ako Aotearoa is proud of the valuable role that we perform within the tertiary education sector in supporting and developing teachers to deliver the best possible outcomes for learners; our past is testament to this. Central to our future success is our plan to build even stronger pathways and partnerships across the sector; ensuring Ako Aotearoa's contribution fully aligns with, and connects to, a wider tertiary system supporting lifelong success for all learners.

The Board, key Ako Aotearoa staff and members of Te Rūnanga Māori and the Pacific Peoples' Caucus met in February to develop a strategic agenda that captures the vision, key priorities and responsibilities of this plan.

From this initial work, we identified four critical questions:

- what is New Zealand strongly seeking from the tertiary education sector?
- what achievements does the tertiary education sector want to progress for the nation?
- what values will Ako Aotearoa uphold when implementing this strategy?

and most importantly,

- what must Ako Aotearoa strive to become?

## **A Shared Strategic Agenda for Ako Aotearoa and the sector**

The resulting Shared Strategic Agenda – Koronga Rautaki Mahitahi guides our work over the next five years, with dual purpose. Firstly, it guides our current and future priorities for the work we undertake in Ako Aotearoa. Secondly, we see it as a starting point for our longer-term relationships with key partners in the tertiary sector and government; to debate, articulate and, ultimately, develop a plan of how our joint contributions can truly benefit learners.

## **Champions of lifelong learning**

The intention of the Shared Strategic Agenda is to unashamedly champion lifelong learning with equity/ōritetanga at its core and with the benefits such an approach can bring for tertiary learners and this country. It is through lifelong learning, a true partnership approach to supporting learners, and a focus on those learners for whom past interventions have been unsuccessful, that we can bring tangible benefit and the critical support needed to ensure social, cultural, economic and environmental benefits for all.

## **Strengthened partnerships**

In addition to this important work, we have strengthened the Board's partnerships with its two key advisory standing committees, Te Rūnanga Māori and the Pacific People's Caucus. Our work in Ako Aotearoa is critical, particularly for those that need even more support to achieve the best possible educational outcomes. Our two standing committees are vital contributors to ensure the Board and Ako Aotearoa truly focus on enhancing the success of Māori and Pacific learners.

On behalf of the Board, I thank all the contributors to our Shared Strategic Agenda and welcome those who have yet to engage and give feedback on this work.

## **Acknowledging hard work and commitment**

I am proud to represent the Board as we thank the management and staff of Ako Aotearoa for their relentless hard work and commitment to our mission, in a year where we saw much transition and challenges.

I expressly acknowledge the leadership and dedication of our Director, Helen Lomax. She was formally appointed to the role in June following six months as Acting Director, and a number of years prior to that as a key member of the management team. It is wonderful to welcome a Director who has progressed within the organisation. I also thank the members of the Board for their ongoing support, encouragement and advice. It is truly a pleasure to work with you and I look forward to another successful year in 2019.

The year ahead for Ako Aotearoa will be one of exciting potential and opportunity. The Board is proud and privileged to be a key contributor to this work for our future.

Nō reira, tēnā koutou katoa,

A handwritten signature in black ink, appearing to be 'Graeme Benny', written in a cursive style.

Graeme Benny  
Chair, Ako Aotearoa Board

# Director's report





⌘ Ako Aotearoa staff at the launch of new Shared Strategic Agenda 2019-2023 (Koronga Rautaki Mahitahi) in December 2018 with Angela Robertson, guest presenter (third from left, back row). Staff not present: Jill Tanner-Lloyd and Ian Rowe.

This has been a year full of challenges and possibilities, changes and opportunities as Ako Aotearoa goes through the transition we believe is necessary to cement its leadership role for tertiary education in Aotearoa New Zealand. Transition does not come easy, and I acknowledge that the Ako Aotearoa staff, with the support of our Board, Te Rūnanga Māori and the Pacific Peoples' Caucus, have worked harder than ever before as we explore what a new, innovative and successful future looks like for this organisation. Achieving all this, while conducting our 'business-as-usual' activities with and for the tertiary sector, has been no mean feat.

### **Developing a more inclusive national teaching excellence awards**

The outcome of our independent review of the national awards aims to make the awards more inclusive of teachers working in other areas of tertiary education not

currently represented. A two-stage process of change is underway from 2019. This will result in a less prescriptive nomination process that we anticipate will grow wider participation over time; achieving a more accurate representation of what excellent teaching looks like across all areas of our vibrant tertiary sector.

### **Our roadmap for the future**

As highlighted in the Chair's report, the launch of our Shared Strategic Agenda – Koronga Rautaki Mahitahi underpins our work going forward. I thank all who contributed to its development. It is not just a road map for Ako Aotearoa. We see it as a framework by which wider networks and tertiary-related organisations can explore and discuss in relation to their own work. We look forward to feedback and collaborating with you all to continue shaping this agenda.

## Highlights of 2018

To recap on our achievements this year, I draw your attention to pages 18 and 19 for an overview, and highlight here a number of 'firsts' launched during the year:

Development and launch of Tapatoru – a new Professional Standards Framework for Foundation Learning

The launch of our TEC-funded Adult Literacy, Numeracy and Cultural Capability framework and its comprehensive range of practical resources

Our new website launched in February

The December launch of our Koronga Rautaki Mahitahi – Shared Strategic Agenda (SSA)

Subsequent launches of the online Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway tools

In September, we celebrated ten top teachers receiving national awards for Tertiary Teaching Excellence in a ceremony hosted by Hon Chris Hipkins (pages 23–25). These Awards included the first-ever Pacific Prime Minister's Supreme Award recipient – Faumuina Associate Professor Fa'afetai Sopoaga, who is also the first recipient of the Endorsement for Excellence in Supporting Pacific Learners.

The SSA underpins our new business plan and I take this opportunity to introduce the six strategic themes situated within that plan. I also invite you to read about the work already underway in the sections that follow in this report.

Launches and 'firsts' aside, this invigorating year of transition has also meant that key streams of work, such as our Professional Learning and Development (PLD) programme, have been reviewed and tested against the SSA so that we continue to deliver high quality, evidence-based services that are fit for purpose and proven to enhance teaching and learning practice. We were excited to deliver our first online PLD during the year (described on page 63), and are piloting the iQualify platform so we can offer courses in more flexible modes to a wider range of participants. We still have much to do, but are proud of the sheer volume of work, both old and new, achieved throughout 2018. Our thanks goes to each and every one of you. We acknowledge your efforts to support learner success – it is for them ultimately that we all strive: for their whānau and families, iwi, communities and our nation.

We look forward to continuing our work with you and your organisations.

Nāku noa, nā



Helen Lomax  
Director, Ako Aotearoa





⤴ Top image: Hon Chris Hipkins, Minister of Education, speaking at the 2018 Tertiary Teaching Excellence Awards at Parliament in August. Lower image: The 2018 TTEA recipients with the Minister. Standing from left: Associate Professor Ekant Veer, University of Canterbury; Associate Professor Sheila Skeaff, University of Otago; Dr Rebecca Bird, University of Otago; Dr Kathryn Hay, Massey University. Seated from left: Professor Michelle Thompson-Fawcett, University of Otago; Dr Donella Cobb, University of Waikato; Hon. Chris Hipkins, Minister for Tertiary Education; Faumuina Associate Professor Fa'afetai Sopoaga; Associate Professor Mānuka Hēnare, The University of Auckland; Associate Professor Christine Woods, The University of Auckland. Absent: Professor Andrew Martin, Massey University.

# A message from our key groups



## Te Rūnanga Māori



Te Rūnanga Māori. Standing L-R: Kelly Pender, Jacqui Poutu, Dr Margaret Taurere, Alexia Tuhi, Ivy Harper, Pohoirā Iopata and Dr Joe Te Rito. Seated L-R: Dr Rawiri Taonui (Chair), Dame Dr Iritana Tawhiwhirangi, and Lee Cooper (Deputy Chair). Members not present: Stuart Lawrence, and Teina Mataira.

Working with Deputy Director Māori Dr Joe Te Rito, Ngā Kaimahi Māori and other Ako Aotearoa staff, the rūnanga supported the delivery of a successful 160+ attendee Tuia Te Ako at Manukau in Auckland centred on the Māori ITO sector. In a busy year, rūnanga members also served on the panel and review of several Ako Aotearoa initiatives including the national Tertiary Teaching Excellence Awards, National Project Fund, Vocational Teaching Standards Work Party and development of the new Ako Aotearoa Te Reo Strategy. The group also contributed to new draft criteria for the Kaupapa Māori National Tertiary Teaching Excellence Award Category and Shared Strategic Agenda. A rūnanga working group reviewed Te Hīkoi Whakamua – the Māori Strategic Plan and the Cultural Review of Ako Aotearoa, with

a proposal also to update Ako Aotearoa's Te Tauākī Ako Tikanga Framework.

The group also farewelled its long-serving chair Anania Randall, PTE sector representative Martin Stirling and Te Taihū o Ngā Wānanga representative and Deputy CEO of Te Whare Wānanga Evie O'Brien. Serving members, Dr Rawiri Taonui and Lee Cooper were elected as the new Chair and Deputy Chair.

New members welcomed include Te Pohoirā Iopata representing Te Mana Ākongā (the National Māori Students Association) and her replacement at the end of the year, Mamaeroa Merito. National Tertiary Teaching Excellence Award winner, Dr Karyn Paringātai of the University of Otago will also join the rūnanga in early 2019.



## Pacific Peoples' Caucus



⤴ Pacific Peoples' Caucus. Standing L-R: Esmay Eteuati, Lillian Skudder and Ali Leota. Seated L-R: Sabrina Faamatala Falefatu, Aiono Mino Cleverley and Sam Uta'i (Co-Chair). Members not present: Walter Fraser (Co-Chair).

It was a busy year for the Pacific Peoples' Caucus with greater involvement in Ako Aotearoa's activities and working more closely with the Board and Te Rūnanga Māori.

The Caucus celebrated Faumuina Associate Professor Fa'afetai Sopoaga's success as the first Pacific Prime Minister's Supreme Award recipient at the national Tertiary Teaching Excellence Awards, and the first recipient of the newly-established Support for Pacific Learner Success endorsement.

The Ako Aotearoa Pacific Tertiary Education Forum grew in strength this year; through its co-hosting with APSTE, early registration sell-out, and support from major sponsor Victoria University of Wellington (VUW) who provided a fabulous venue. More information

about this event is available on page 46 of this report.

The Caucus also revised its Pacific Professional Development Scholarship Fund, putting greater emphasis on organisations supporting the professional pathways for their early career Pacific staff. Members also contributed to the development of a promotional video.

In March, the Co-Chair Sam Uta'i joined the 2018 Pacific Youth Awards judging panel to find a STEM awardee; an award sponsored by Ako Aotearoa. Sam also accompanied the STEM winner, Lupesina Koro, at the awards ceremony in Auckland - hosted by Hon Aupito Tofae Su'a William Sio, Minister for Pacific Peoples.

Caucus member Ali Leota joined the New Zealand Universities Enhancement Theme Steering Group for the Cycle 6 Enhancement Theme project, and the group looks forward to how this work will contribute to guiding the way for Pacific students flourishing in New Zealand.

Three members stepped down from their Caucus roles during 2018 and will be greatly missed: Howard Jamieson, Lillian Skudder and Tasileta Teevale. New members welcomed include: Analiese Robertson, representing the ACE sector, Tapu Ki Tea Ve'a, representing APSTE, and Vai Punivai, who brings an industry training organisation perspective.

# The wider Ako Aotearoa community



We acknowledge the valuable role our Regional Hub Advisory Groups play in guiding our work and thank them for their time and contribution.

Northern Regional Hub Advisory Group	
<p><b>Mark Northover</b> Learning Technologies Manager, Auckland University of Technology (AUT)</p>	<p><b>Christine Nurminen</b> Chief Executive, Pasifika Education Centre</p>
<p><b>James Paterson</b> Marketing Lecturer Toi-Ohomai Institute of Technology</p>	<p><b>Alison Sutton</b> Strategic Analyst COMET</p>
<p><b>Jon Smith</b> Excellence Manager NorthTec</p>	<p><b>Tarisi Vunidilo</b> Centre for Pacific Studies, University of Auckland</p>
<p><b>Jane Terrell</b> Teaching and Online Consultant, Massey University</p>	<p><b>Stuart Lawrence</b> Kaihautū Māori (Māori Liaison), The Skills Organisation</p>
<p><b>Philip Nitama Alexander-Crawford</b> Chief Executive Te Matarau Trust</p>	<p><b>Debra Denny</b> Academic Leader, NZ FashionTech</p>
<p><b>Adam Brown</b> Research Director, Auckland Institute of Studies</p>	<p><b>Dr Barbara Kensington-Miller</b> Senior Lecturer, Centre for Learning and Research in Higher Education (CLear), University of Auckland</p>
<p><b>Jessica Palairt</b> Education Vice President for Auckland University's Student Association</p>	

## Central Regional Hub Advisory Group

**Steve Hannam**

Principal Advisor  
Placements and International,  
Taratahi Agricultural Training Centre

**Duncan O'Hara**

Director  
National Centre for Teaching and Learning,  
Massey University

**Dr Stephen Marshall**

Associate Professor,  
University Teaching Development Centre,  
Victoria University of Wellington

**Peter McNeur**

Director  
Wairarapa REAP

**Salomé Meyer**

Education Advisor,  
Eastern Institute of Technology

**Dr Lesley Petersen**

Director  
Petersen Consulting

**Michael Ross**

Principal Advocacy Advisor,  
Industry Training Federation

**Mike Saywell**

Director,  
The Design School

**Dr Ruth Crawford**

Manager Teaching Excellence and Flexible  
Learning, WelTec and Whitireia New Zealand

**Diana Fergusson**

Research and Innovation Manager  
WITT

**Sophonria Smith**

Kaiārahi Matua – Ngā Pūkenga Matua /  
Professional Practice Leader,  
Open Polytechnic

**Graeme Read**

Literacy and Numeracy Leader  
Academic Development  
UCOL

## Southern Regional Hub Advisory Group

**Gill Genet**

General Manager Business  
Development, Careerforce

**Emily Barker**

Vice-President, University of Canterbury  
Students' Association

**Jennifer Leahy**

ACE Representative

**Benita Rarere-Briggs**

School of Teacher Education,  
University of Canterbury

**Pauline Luafutu-Simpson**

Pacific Development Team,  
University of Canterbury

**Pauline Steedman**

Managing Director  
Frontline Training Consultancy Ltd

**Sarah Stein**

Director, Distance Learning,  
University of Otago

**Karyn Paringatai**

Programme Coordinator,  
Master of Indigenous Studies (MIndS),  
University of Otago

**Charlie Phillips**

CEO  
Queenstown Resort College

**Liam Sloane**

Director of Learning,  
Teaching and Quality,  
Nelson Marlborough Institute of Technology

**Corrina Gestro-Best**

Manager  
Westland REAP Inc.

**Lyn Williams**

Manager, Academic Capability Development,  
Ara Institute of Canterbury

# Other Highlights

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**230 people attend PLD opportunities with international expert Emeritus Professor Geoff Scott from Western Sydney University**

(p. 27)

**Tertiary Teaching Excellence Awards - review underway to improve inclusivity**

(p. 17)

**Competency Framework developed for Professional Learning and Development Facilitators**

(p. 24)

**First online course: Growing Numeracy facilitated by Mike Styles from Primary ITO**

(p. 47)

**1,776**

Strategic forum attendees and PLD participants

**14**

New national and regional projects

(p. 39-41)

**\$164,392**

Cost-recovery income from workshops

**10**

New TTEA awardees

(p. 16-17)



**Funding review undertaken to support small project teams and target priorities**

(p. 38)

**New business plan developed for 2019-2023**

(p. 48)

**Working group explores professional standards needs for the vocational industry sector**

(p. 21)

**Awarded for the first time at the TTEAs - Excellence in Supporting Pacific Learners endorsement**

(p. 16)

**\$583,802**

Our contribution to funding new projects

(p. 38)

**16,900**

Minutes of Ako Aotearoa video viewing time

**1347**

Ako Aotearoa social media followers (a 39% increase since 2017)

**7%**

Average click rate per eDM sent (a 70% increase since 2017)



# Key Activities

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Our new website launched (p. 18)



Helen Lomax (Te Aitanga-ā-Māhaki) appointed as new Director of Ako Aotearoa (p. 18)



Developed and launched two Cultural Capability Pathway tools for Māori and Pacific adult learners (p. 18,28 & 33)



Completed a synthesis report on Professional Standards (p. 21)



Developed a Shared Strategic Agenda (p. 4 & 48)



Developed and launched a new Adult Literacy, Numeracy and Cultural Capability framework (p. 45)



Released 'Tapatoru' - a new Foundation Learning Professional Standards Framework (p. 46)



Signed MOU with Advance HE (p. 22)

**ALL EDUCATORS  
ARE DUAL  
PROFESSIONALS**

**PARTNERSHIP  
SUCCESSFUL  
COMMUNITIES**

**ADVOCACY  
LEARNER  
SUCCESS**

# Key achievements



# National Tertiary Teaching Excellence Awards

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## This year's recipients

Ten top teachers were celebrated at this year's national Tertiary Teaching Excellence Awards, hosted by Hon Chris Hipkins at Parliament in September. The Prime Minister's Supreme Award went to Faumuina Associate Professor Fa'afetai Sopoaga (pictured right) from the Division of Health Sciences at the University of Otago. Fa'afetai was also the first recipient of the Endorsement for Excellence in supporting Pacific Learners; a new initiative introduced in 2017 to recognise a teacher's contribution to their Pacific learners' success.

**“My approach to teaching is to inspire, develop connectedness and mutual trust, and encourage and enable students to learn in contexts that are often outside their comfort zone.”**

**– Faumuina Associate Professor Fa'afetai Sopoaga.**



## Prime Minister's Supreme Award

### **Faumuina Associate Professor Fa'afetai Sopoaga**

(plus, Endorsement for Excellence in Supporting Pacific Learners)

Division of Health Sciences

University of Otago

## Kaupapa Māori Category

### **Associate Professor Mānuka Hēnare**

Business School

The University of Auckland

### **Professor Michelle Thompson-Fawcett**

Department of Geography

University of Otago

## General Category

### **Dr Rebecca Bird**

Department of Anatomy

University of Otago

### **Dr Donella Cobb**

Faculty of Education

Te Hononga Curriculum and Pedagogy

The University of Waikato

### **Dr Kathryn Hay**

School of Social Work

Massey University

### **Professor Andrew Martin**

School of Sport, Exercise and Nutrition

Massey University

### **Associate Professor Sheila Skeaff**

Department of Human Nutrition

University of Otago

### **Faumuina Associate Professor Fa'afetai Sopoaga**

Division of Health Sciences

University of Otago

### **Associate Professor Ekant Veer**

Department of Management, Marketing

and Entrepreneurship

University of Canterbury

### **Associate Professor Christine Woods**

Business School

The University of Auckland

## **Making the national awards more inclusive**

In November, Ako Aotearoa announced forthcoming changes to the current national Tertiary Teaching Excellence Awards (TTEA) to create a more inclusive awards programme; acknowledging that excellent teaching can be found in all areas of our diverse tertiary education system.

The changes will roll out over the next two years in a staged approach, with the aim of attracting more nominations from teachers, tutors and education practitioners working in a wider range of tertiary contexts. Private training establishments, wānanga, adult and community education and industry training organisations will be targeted through this initiative.

Development of the revised criteria was guided by a review undertaken earlier in the year by an independent TTEA review panel.

## **New Director**

On 20 June, Ako Aotearoa Board Chair Dr Graeme Benny with Professor Giselle Byrnes, AVC, Massey University, announced Helen Lomax (Te Aitanga-ā-Māhaki) as the new Director of Ako Aotearoa. Helen had been Acting Director from 2 February this year.

Dr Benny described her as a major contributor to the organisation's new strategic plan and welcomed her leadership towards an exciting and challenging future.

## **Tremendous year of activity - Adult Literacy, Numeracy and Cultural Capability team**

Following a review of foundation-level capability building in 2017, the Tertiary Education Commission (TEC) contracted Ako Aotearoa to develop a new model for foundation-level capability building that would create greater cohesion between adult literacy and numeracy tools, resources and professional learning and development offerings. The contract also focused on building cultural capability to achieve parity in outcomes for Māori and Pacific learners. Read more about this on pages 59 and 60.

## **Online Cultural Capability and Centredness Pathways tools**

Building the cultural capability of teachers can have a profound effect on the success of their adult learners. During 2018, we released two pathways designed to introduce, and or build, the understanding and awareness of Māori and Pacific cultures for all those working with these learners. We chose two prominent Ako Aotearoa events to launch these tools, the Māori Cultural Capability Pathway at Tuia Te Ako and the Pacific Cultural Centredness Pathway at the Pacific Tertiary Education Forum. Read more on pages 33 and 39.

## **The new Ako Aotearoa website**

We were delighted to launch the key service areas of our new website in early February, with the communities and adult literacy and numeracy areas following. The mammoth task of content migration was completed in June. A separate project has seen the upload of more than 800 existing adult literacy, numeracy and cultural capability (ALNACC) resources to date, with more added weekly since then.

General user feedback has been very positive about ease of use and search functions. From June, the new site experienced a total of 143,532 unique views from 43,318 users. This stands up well against the old website for the same period in 2017 – 149,921 unique views from 52,308 users). The number of pages viewed per user have increased to 3.3, against 2.8 on the old site.

## **Talking Teaching - Ako Aotearoa Academy of Tertiary Teaching Excellence**

Talking Teaching, a public “practice-focused” forum organised by Ako Aotearoa’s Academy of Tertiary Teaching Excellence, was hosted at Canterbury University and sponsored by the Australian Learning & Teaching Fellows. The Academy is made up of past recipients of national Tertiary Teaching Excellence Awards.

Under the umbrella of the Academy’s 10th Symposium, this invigorating event attracted 144 leading teachers, academic developers, and educational leaders from around New Zealand and across Australia. The event gave participants the opportunity to expand their teaching and learning toolkit, network and consolidate existing relationships. Ako Aotearoa’s Dr Joe Te Rito was invited to perform a Whaikōrero of response for the visitors.

Attendee feedback highlighted the popularity of the ‘fishbowl’ sessions, presentations on indigenous perspectives and the opportunity for educators to network with others in the sector. When asked what they found most valuable, attendees said:

**“Sessions or presentations dealing with indigenous perspectives or pedagogies”.**

**“The opportunity to learn from and to network with colleagues from such a wide range of subjects and institutions (particularly the mix of polytechnics and universities)”.**

**“Seeing different practice in action. The fish bowls were excellent”.**

At the Academy member-only day, John Milne (Ako Aotearoa Senior Advisor Professional Learning) and Alison Kuiper (Ako Aotearoa Board) worked with the group on a scenario-based exercise to explore the Academy at work – “Extending the Influence of the teaching awards and schemes”.

Ako Aotearoa Director Helen Lomax joined forces with Academy President Marc Wilson (Victoria University of Wellington) to lead a working lunch around synergies between Ako Aotearoa and the Academy.





# Teaching quality key to learner success

STRATEGIC THEME ONE



# Establishing a Professional (Teaching) Standards Framework for Aotearoa New Zealand

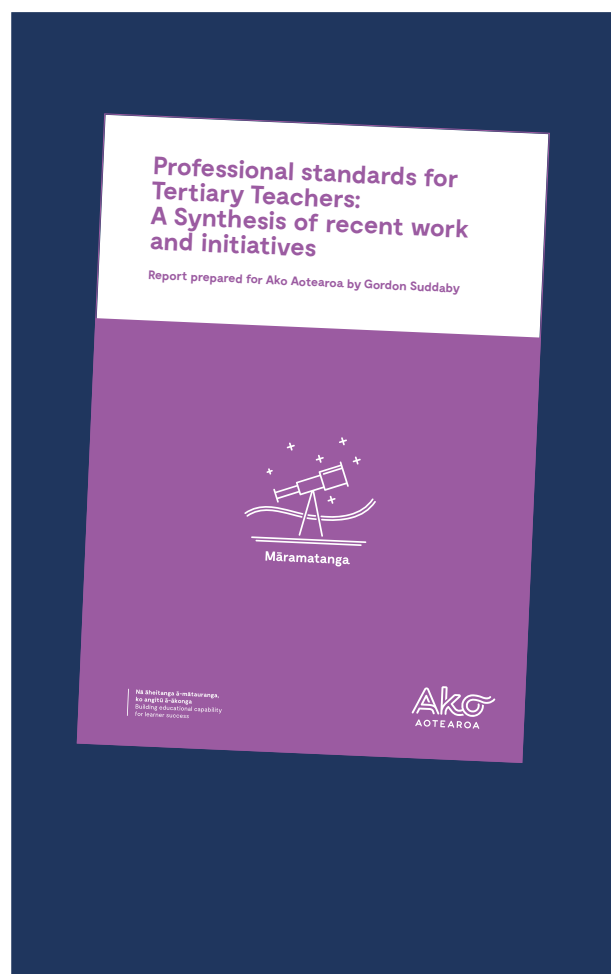
## Progressing the debate on the professionalisation of tertiary teaching

Ako Aotearoa's role is to lead and promote debate across the sector around what constitutes excellent teaching and what support enables teachers to deliver quality teaching and learning that most benefits their learners. This is a complex issue centred on the following questions:

- Does New Zealand's tertiary education sector need a Professional Standards Framework (PSF)?
- If so, what benefits could it bring to organisations, teachers and learners?

We aim to provide a firm foundation to progress the debate on establishing professional standards and the professionalisation of tertiary teachers.

Earlier this year we commissioned Higher Education Consultant Gordon Suddaby to prepare a synthesis report providing a comprehensive landscape of professional standards – *Professional standards for tertiary teachers: A synthesis of recent work and initiatives*. This included a consolidation of





## Memorandum of Understanding with Advance HE

In November, Ako Aotearoa Director Helen Lomax signed a memorandum of understanding with Kathryn Harrison-Graves, Director of Membership and Accreditation of the UK-based Advance HE (formerly Higher Education Academy). The collaboration focuses on aligning the Professional Standards Framework in an Aotearoa New Zealand context, growing global Fellowship and accreditation in New Zealand, and strategic events and activities on teaching and learning.

the work undertaken by Ako Aotearoa on the subject over the past ten years and discussion around the benefits and challenges of a PSF. The report considers professionalisation, standards, accreditation and the role of students as partners, along with international examples and a section focused on our unique New Zealand context and the importance of mātauranga Māori.

Completed in December, the report is planned for release in February 2019.

A working group, with experts from various parts of the vocational education sector, was established mid-year to explore what a professional standards framework could look like for vocational educators.





# Building educational capability

STRATEGIC THEME TWO

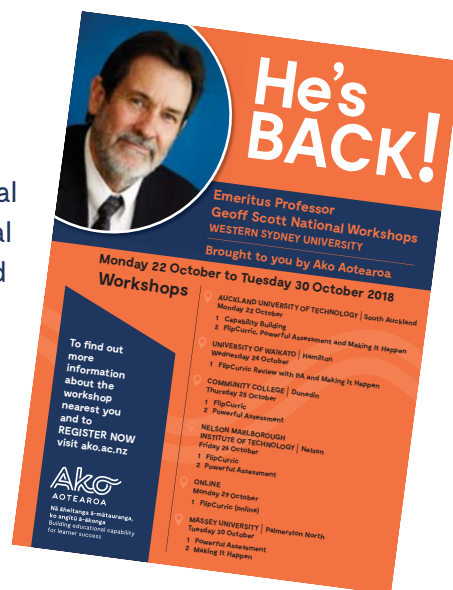
# Innovative professional learning and development (PLD) programmes and opportunities

## Our PLD workshop programme – 2018 activity

The programme offered 24 different workshop topics, with a total of 99 PLD events delivered nationwide. These attracted 1199 total attendances and workshop evaluation ratings of 89% quality and 88% value overall.

### New topics developed in 2018

Actively listening to sector needs and wants is central to the development of new workshop topics. Extensive research by Ako Aotearoa contributed to the creation of the workshops below, some of which got underway this year with the others planned for inclusion in our programme during 2019.



### Face-to-Face

- **Achieving student success - Unpacking a Pasifika resource kit**, facilitated by Pauline Luafutu-Simpson
- **What are we going to learn? Writing SMART learning outcomes** and
- **Who's got the map? Planning student-centred learning sessions**, both facilitated by Julia Bruce-Mayne
- **Working around the words**, facilitated by Emma McLaughlin and Aleeshea Reid – taken from the national co-funded project Language in the Trades
- **FLIPCurric Review**, created and facilitated by Emeritus Professor Geoff Scott
- **Powerful Assessment**, created and facilitated by Emeritus Professor Geoff Scott
- **Making It Happen**, created and facilitated by Emeritus Professor Geoff Scott
- **Social Entrepreneurship**, created and facilitated by Emeritus Professor Geoff Scott

- **Capability Building**, created and facilitated by Emeritus Professor Geoff Scott

### Online and blended offerings

- **Online course: Growing numeracy: Building confidence with numbers**, facilitated by Mike Styles (blended)
- **In-house (blended): Growing leadership in early Childhood Education Centres - Te Rito Maioha**, facilitated by Gwen Davitt and Debbie Ryder
- **Online: Literacy and numeracy for those in non-teaching roles** – Dr Damon Whitton (pilot)
- **Online: FLIPCurric**, created and facilitated by Emeritus Professor Geoff Scott

# Facilitator Competency Framework

Ako Aotearoa takes pride in providing the tertiary sector with high-quality professional learning and development. To support this, we commissioned experienced workshop facilitators Cath Fraser (independent consultant) and Ria Tomoana,

early in the year, to develop a framework that would map the competencies evident in high quality workshop facilitation. This framework (Figure 1) will guide our PLD programme from 2019.

Figure 1

## Facilitator Competency Framework



Pūmautanga Credibility in professional practice and content knowledge base	Māramatanga Transformation through technology, innovation and insight	Whakamanatanga Empowerment through an embedded and integrated bicultural vision	Awhitanga Inclusive process and pedagogy	Whanaungatanga Interpersonal relationship building for constructive and sustainable solutions
<p><b>EXPERT facilitators also:</b></p> <ul style="list-style-type: none"> <li>Facilitate the creation of personalised and collaborative resources during workshop</li> <li>Respond to participants in each delivery with tailored inclusions/ examples; able to go 'off-script' for enhanced learning when appropriate</li> <li>Lead networks and CoPs; actively create opportunities for collaborative work.</li> </ul>	<p><b>EXPERT facilitators also:</b></p> <ul style="list-style-type: none"> <li>Facilitate participants to create something new during workshop</li> <li>Follow through – ensure participants have a clear plan to do something new 'on Monday'</li> <li>Assist participants to see how their new knowledge of technology tools can transform how others work.</li> </ul>	<p><b>EXPERT facilitators also:</b></p> <ul style="list-style-type: none"> <li>Recognise own knowledge base is one of many knowledge systems and are conscious of gaps of knowledge and potential bias</li> <li>Recognise own role and mana in facilitating the workshop and treat that role with respect</li> <li>Can intertwine te ao Māori and te reo Māori throughout the workshop</li> <li>Confidently include karakia and waiata in workshop and create a space where the value of this is understood by all.</li> </ul>	<p><b>EXPERT facilitators also:</b></p> <ul style="list-style-type: none"> <li>Empower all participants to lead discussions and engage with all workshop activities</li> <li>Manage resolution of discussion points to create common ground</li> <li>Form and facilitate a space where collective engagement and pedagogical discussions create something new.</li> </ul>	<p><b>EXPERT facilitators also:</b></p> <ul style="list-style-type: none"> <li>Include activities which allow peer-review and feedback as part of the learning</li> <li>Demonstrate genuine interest in outcomes for participants (e.g. available to participants beyond the workshop), and manage own boundaries</li> <li>Identify others in their field who could become proficient Ako Aotearoa facilitators, as part of ongoing organisational sustainability and succession planning.</li> </ul>
<p><b>SKILLED facilitators also:</b></p> <ul style="list-style-type: none"> <li>Provide resources for ongoing (post-workshop) learning</li> <li>Address participant requests and contexts where appropriate</li> <li>Belong to long-term professional networks/ Communities of Practice (CoPs).</li> </ul>	<p><b>SKILLED facilitators also:</b></p> <ul style="list-style-type: none"> <li>Use technology and innovative practice to support interactive engagement with workshop content during session</li> <li>Ensure participants take away tools and resources</li> <li>Actively demonstrate how to integrate new knowledge and tools in classroom and online delivery</li> <li>Ensure all participants can use selected tools and resources demonstrated in workshop</li> <li>Adjust the level of complexity and language to workshop audience</li> <li>Assist participants to see transformative potential of technology tools and innovative approaches for their team/programme/ learners.</li> </ul>	<p><b>SKILLED facilitators also:</b></p> <ul style="list-style-type: none"> <li>Articulate the importance of the connections that exist between mana whenua and the whenua, their knowledge, perspectives and how this knowledge can enhance teaching and learning spaces</li> <li>Acknowledge and draw on the expertise of others in the workshop to maximise the cultural knowledge and connections shared for all</li> <li>Introduce self with mihi and support others to feel comfortable doing the same.</li> </ul>	<p><b>SKILLED facilitators also:</b></p> <ul style="list-style-type: none"> <li>Create opportunities for participants to lead discussion including the investigation of issues of tension</li> <li>Create a group approach for social learning</li> <li>Demonstrate deep understanding of the concept of ako in their teaching</li> <li>Ensure that all participants' strengths are acknowledged and where possible brought to use in the workshop.</li> </ul>	<p><b>SKILLED facilitators also:</b></p> <ul style="list-style-type: none"> <li>Role model and incorporate reflective practice into workshop to transfer new learning to participants' contexts</li> <li>Provide feedback and feed-forward with constructive suggestions</li> <li>Encourage participants to see opportunities for ongoing professional conversations and networks with others in the room.</li> </ul>
<p><b>PROFICIENT facilitators:</b></p> <ul style="list-style-type: none"> <li>Set clear Learning Objectives and structure for the workshop</li> <li>Provide current, professional and relevant resources</li> <li>Acknowledge participants' requests/needs</li> <li>Demonstrate personal ongoing learning for currency</li> <li>Continuously improve content, making changes to workshop delivery to incorporate new knowledge, recent examples, media and sector stories</li> <li>Have tertiary teaching experience</li> <li>Have been recognised for their expertise in their content area (e.g. awards, publications, project leadership)</li> <li>Manage the effective flow of resources and interactive activities within the time set</li> <li>Structure workshops to ensure value for money for participants.</li> </ul>	<p><b>PROFICIENT facilitators:</b></p> <ul style="list-style-type: none"> <li>Use technology and innovative practice to enhance delivery, engagement and evaluation</li> <li>Demonstrate a range of tools and strategies participants can access/incorporate into practice post-workshop</li> <li>Ensure all participants have more knowledge/skills than at commencement</li> <li>Introduce eTechnologies in layman's terms for easy access and confidence building</li> <li>Intentionally link new knowledge and tools to uses in classroom and online delivery</li> <li>Assist participants to see how technology tools and innovative approaches can transform their practice.</li> </ul>	<p><b>PROFICIENT facilitators:</b></p> <ul style="list-style-type: none"> <li>Create an environment that acknowledges the bi-cultural status of Ako Aotearoa as the starting point for inclusion of all cultural perspectives</li> <li>Use basic te reo Māori greetings with good pronunciation</li> <li>Demonstrate cultural awareness of the particular mana whenua where the workshop is being hosted</li> <li>Able to harness tension and anxiety related to cultural identity and expression for positive learning</li> <li>Value and create a collective within the workshop for maximising learning outcomes for all.</li> </ul>	<p><b>PROFICIENT facilitators:</b></p> <ul style="list-style-type: none"> <li>Create an environment in which all participants feel safe and their values respected and all voices can be heard</li> <li>Demonstrate the concept of ako</li> <li>Navigate challenging conversations so no taboo topics exist</li> <li>Make the pedagogy of your practice overt so that participants appreciate the explicit teaching process.</li> </ul>	<p><b>PROFICIENT facilitators:</b></p> <ul style="list-style-type: none"> <li>Demonstrate authentic interest in workshop participants, including prior knowledge, requests, needs, and context</li> <li>Build interpersonal relationships within the workshop (including icebreakers, learning names, group work)</li> <li>Demonstrate active listening</li> <li>Communicate clearly, use accessible language</li> <li>Manage parity of participation</li> <li>Handle disruption</li> <li>Model and engender high energy and engagement</li> <li>Build in feedback opportunities</li> <li>Role model reflective practice – in workshop and after – responding to participant feedback, evaluations, etc.</li> <li>Actively reflect on own teaching strengths and weaknesses</li> <li>Model high standards of professionalism.</li> </ul>

## Communities of professional learning and practice

To further the learning and teaching potential experienced by workshop participants, we are encouraging and supporting the establishment of

Communities of Professional Learning and/or Communities of Practice (CoP). Table 1 below outlines some of the powerful developments in this area so far:

**Table 1.** Communities of Practice examples

Community of Practice	Background	Membership	Quote
Adult and Community Education (ACE) Forum Canterbury CoP	Created to reinstate the ACE networks in place prior to the 2010 Canterbury earthquakes that devastated the region.	148	“The value of the CoP was that it was short, so fitted in with the attendees’ busy schedules; was relevant to the ACE sector and the focus learner groups; was outside usual teaching times; gave a taster of the type of PD that is available which could spark an interest for further knowledge” – Joanna Fox, Manager, Hagley Adult Literacy Centre (CoP Convenor)
Literacy and Numeracy Professionals Development	Developed following a Skills Highway workshop.	30	“The CoP brings like-minded people in the field of literacy and numeracy together for networking and PLD. Many of us work in solitary roles in our institutions, such as myself, and the CoP allows us to support each other, discuss our practices, work together to find solutions to similar issues and share resources” – Graeme Read, Lecturer, UCOL (CoP Convenor)
Southern Education Developers (SED)	Operating since 2008, the SED group was formed as an essential link between staff at South Island ITPs and other tutors in the wider ITP sector. Two meetings were held in 2018: one in June and the other in November. The meetings focused on knowledge sharing, research, collaboration and resource development and implementation.	10	“ (The role of SED) is vital as the (ITP) sector faces different challenges to the university sector and, too often, staff in the South Island are the ‘poor cousins’ of the education world when it comes to being able to access professional networking and educational growth opportunities, simply due to issues surrounding location and population density. All these things combined mean that the SED meetings are crucial” – Sonja Swale, Southern Institute of Technology (CoP Convenor)

## Bringing PLD opportunities to wider audiences

We are committed to supporting the work of other groups and organisations across Aotearoa's diverse tertiary education sector. These tertiary events provide an important space for people to come together around

key teaching and learning issues relating to specific parts of the sector. In 2018, we were proud to sponsor and contribute presentations, projects, workshops and other sessions within the following events:

Conference	Activity
ACE Aotearoa annual conference	Two presentations: <ul style="list-style-type: none"> <li>– Central Hub project: Jodie Cook and Karina Terekia, Matapuna Training Centre – <i>Simplifying embedded literacy and numeracy for tertiary tutors</i></li> <li>– Helen Lomax, Dr Mei Winitana and Kolose Lagavale – <i>New Ako Aotearoa online tools, Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway</i></li> </ul>
Independent Tertiary Education New Zealand (ITENZ)	Two presentations: <ul style="list-style-type: none"> <li>– Ako Aotearoa Director Helen Lomax – <i>Ōritetanga and Māori learner success</i></li> <li>– Helen Lomax, Dr Mei Winitana and Kolose Lagavale – <i>Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway</i></li> </ul>
Foundation and Bridging Education New Zealand (FABENZ)	<ul style="list-style-type: none"> <li>– Launch of the exciting new Adult Literacy, Numeracy and Cultural Capability (ANLACC) set of resources</li> <li>– Presentation from the team: Helen Lomax, Dr Joe Te Rito, Dr Mei Winitana, Annette van Lamoen, Kolose Lagavale, Pale Sauni, Dr Damon Whitten and Graeme Smith</li> </ul>
ITP Student Voice Summit	John Milne – <i>The Student Voice at Ako Aotearoa</i>
Association of Tertiary Learning Advisors Aotearoa New Zealand (ATLAANZ)	Two Ako Aotearoa presentations: <ul style="list-style-type: none"> <li>– John Milne – <i>Professionalisation of teaching</i></li> <li>– Dr Mei Winitana and Kolose Lagavale – <i>Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway</i></li> </ul>
Industry Training Federation Annual Conference (and partnering with NCVET to deliver the 2018 “No Frills” conference)	Four Ako Aotearoa co-funded projects: <ul style="list-style-type: none"> <li>– Dr Selena Chan – <i>e-assessments</i></li> <li>– Adelaide Reid – <i>Youth Guarantee pathways and profiles</i></li> <li>– Emma McLaughlin – <i>Language in the Trades</i></li> <li>– Kylie Trafford – <i>Women in the Trades</i></li> <li>– Project poster, Ken Eastman – <i>SET for Work, SET for Life, Te Tai Tokerau</i></li> <li>– Pre-conference workshop, Anne Alkema, ITF with Beatrice Dias, Ako Aotearoa – <i>Better bang for your buck: Encouraging others to make use of your work</i></li> </ul>

Association of Pasifika Staff in Tertiary Education (APSTE)	Presentation - Pale Sauni, Ako Aotearoa's new online tool <i>Pacific Cultural Centredness Pathway</i>
Tertiary Education Research New Zealand (TERNZ)	Pre-conference workshop facilitated by Beatrice Dias, Ako Aotearoa with Hiria McRae, Cherie Chu and Anne Alkema, <i>Appreciating Māori and Pacific perspectives in educational research</i>
Te Toi Taura mō te Matariki	Presentation: Dr Joe Te Rito - <i>He Pūrongo mō ā Mātau Whakahaere Māori</i>
Te Huinga Ākonga	Presentation from Dr Joe Te Rito
Flexible Learning Association of New Zealand (FLANZ)	John Milne - <i>Simple Interventions using Learning Analytics and introduction to Professor George Siemens keynote</i>
Academic Development Symposium	Three presentations: <ul style="list-style-type: none"> <li>— John Milne - <i>Professional Standards</i></li> <li>— Dr Joe Te Rito - <i>Connecting with the Treaty in Academic Development: Efforts by Ako Aotearoa to implement Treaty-led academic development for teaching staff</i></li> <li>— Beatrice Dias - <i>Changes to Ako Aotearoa funding initiative.</i></li> </ul>



## PLD with international visitors

### Emeritus Professor Geoff Scott roadshow

We hosted Emeritus Professor Geoff Scott, from the University of Western Sydney, in a two-week New Zealand Roadshow during October. Delivering a whopping 12 workshops to more than 230 highly engaged participants, Geoff offered a wide range of topics - FLIPCurric, Powerful Assessment, Social Entrepreneurship and a wide range of good practice ideas, including: “Usefulness of the (Capability Building) framework and application to employer-led learning”;

“imperative to bring Social Entrepreneurship into our learning programmes” and “characteristics of effective leaders – focus on interpersonal rather than skills/ knowledge”.

Geoff believes “there is great potential for a national stocktake and clearing house of good practice to be undertaken on each area and shared for the mutual benefit of the sector”.

# Greater equity of educational outcomes for Māori

STRATEGIC THEME THREE





# Achieving Equity and Success for Māori in Tertiary Education

Working together with sector agencies and tertiary education organisations is critical to address the ongoing failure of the system to perform effectively for Māori and achieve parity in outcomes.



## Māori Cultural Capability Pathway

The Māori Cultural Capability Pathway (MCCP) comprises four interactive modules, designed to increase cultural awareness of Māori knowledge and values:

- Ako (learning/teaching)
- Manaakitanga (caring for each other)
- Rangatiratanga (empowering students)
- Whanaungatanga (relationships)

This online tool, developed by Dr Mei Winitana, Benita Tahuri and Dr Joseph Te Rito from Ako Aotearoa, encourages educators to engage in deliberate acts of consideration, application and reflection on some of the pedagogies for their own practice with Māori learners. Hosted on the Pathways Awarua website, these modules are available free to anyone.

The tool, which went live in August 2018, had over 750 User Views in the months following (September to November).

The MCCP was shared in presentations, workshops and fora, to:

- Ngāti Tūwharetoa Education team
- YooBee School of Design Wellington
- REAP Taupō
- Papatoetoe High School
- Foundation and Bridging Education New Zealand
- Association of Tertiary Learning Advisors Aotearoa New Zealand
- Te Rautaki Whakarōpū Māori (Māori managers in the 11 ITOs)
- Te Tira Manukura – ITP Māori leaders in polytechnics team
- TEC Scoping group to consider cultural capability badging and micro-credentials.

## Kia eke ki te taumata review and development of a Stage II

As one of our most popular workshops since our PLD programme commenced in 2012, we recently undertook a review, incorporating feedback from participants that has resulted in a split into two separate workshops. The amended 'Kia Eke' (expected to launch in 2020) will focus on the basics and provide some practical tools and strategies, with examples of "what" good practice with Māori learners looks like.

Building on this, the second workshop will focus on the deeper academic understandings of te Tiriti o Waitangi and the "why" we should be doing things differently.

## Tuia Te Ako 2018



Tuia Te Ako took a vocational turn this year and attracted sponsorship support from Te Puni Kōkiri and the Industry Training Federation, strengthened relationships with the Industry Training Organisation (ITO) sector, and received overwhelmingly positive evaluation feedback from participants.

Ako Aotearoa co-hosted the event with the 11 industry training organisations through Te Rautaki Whakarōpū Māori (consortium of Māori managers from ITOs). Other important connections were developed with the local South Auckland community and Waikato-Tainui iwi.

The innovative vocational expo, hosted by the 11 ITO's, attracted more than 100 South Auckland school children. We would like to acknowledge the Ministry of Social Development for enabling the schoolchildren/trainees attendance at the expo, as part of its support for youth initiative.

A high school student interested in a career in plumbing said, "Earning while you learn is a big positive, rather than having to pay for a student loan at university".

The hui attracted more than 160 attendees and featured many valuable presentations from educators, including; Dr Eruera Tarena, the Executive Director for the Tokona te Raki: Māori Futures Collective; Theresa Rongonui, Workforce Development Lead at The Skills Organisation; Cheyenne Wilson, the 2018 Ahuwhenua Young Māori Farmer finalist; Benjamin Birdsall, Project Manager at Jalcon Holmes; and Mateawa Keelan of Hikurangi Enterprises.

Mateawa Keelan emerged as an audience favourite due to the innovative work undertaken at Hikurangi Enterprises to employ and develop the impoverished Māori community in Ruatoria using skills they already possess to cultivate cannabis and hemp. As part of their efforts the organization crowdfunded 2 million dollars of investment and were the first NZ Company to receive a medical cannabis license.

## Ako Aotearoa projects featured at Tuia Te Ako

The Māori Cultural Capability Pathway, an Ako Aotearoa developed resource to assist educators (featured on page 31) was officially launched at Tuia Te Ako. Early feedback from the audience showed an eagerness to try the tool and share it with colleagues.

Our nationally co-funded Te Whaihanga project was also presented at the hui by project team members Rau Hoskins and Lena Henry.

**“The current inequalities for Māori create significant social and economic harm for our communities and whānau. If we choose to allow those inequalities to grow, then social and economic harm will be felt by everybody because it will get to a scale where everyone will feel that pain.”**

**– Eruera Tarena, presenting on income equity for Māori**





## Completed projects

### The successes of a wrap-around training programme transitioning Māori youth into employment | Paddy Forde, Kiwi Can Do – Northern Hub project

Focused on moving young Māori from unemployment into the workplace and helping them to stay in employment, this project was undertaken by the Kiwi Can Do programme to identify the strategies used in their vocational training and work experience courses. An Open Day in January attended by Hon Carmel Sepuloni and Hon Willie Jackson highlighted programme support at Ministerial level for achieving strong and consistent outcomes.

### Taikākā – Optimising Māori academic achievement in a Māori-medium initial teacher education | Jenny Lee-Morgan, University of Waikato

Taikākā is a project that developed, implemented and evaluated a cohesive, evidence-based academic and cognitive skills programme for Māori students, underpinned by a kaupapa Māori framework adapting elements of the AVID (Advancement Via Individual Determination) academic advancement programme to the New Zealand context. The overall aim is to increase the retention and success rates of Māori students.

### Te Tātua o Kahukura | Professor Leonie Pihama, University of Waikato

Learning more about the capacity building and career development needs of Māori doctoral students in their early careers is the focus of the recently completed Te Tātua project. The project team worked with Māori scholars and staff to pilot career pathway planning, gather feedback and refine research findings. A research report and resources are now available to assist supervisors, research teams and the broader tertiary education community.



## Te Whaihanga | Professor Dory Reeves, The University of Auckland

A two-year project to help 'built environment' professionals and students learn why and how it is important to engage effectively with Māori. Te Whaihanga is a collaboration of a number of organisations including: Ngā Aho; the University of Auckland; Auckland University of Technology; Victoria University of Wellington; Unitec Institute of Technology; Papa Pounamu; Whenua Design; The New Zealand Institute of Architects; University of Victoria and Glasgow University.

A comprehensive report and simple video resources were developed. These will assist people employed in or studying towards careers in planning, architecture, engineering and landscaping to work with Māori professionals, iwi representatives and community and papakāinga developers.

All three projects were celebrated at the Ako Aotearoa National Project in Progress Colloquium in November (p. 54).



## New project

### Data-informed initiatives to enhance Māori and Pacific Student Achievement | Dr Sarah-Jane Tiakiwai and Dr Keakaokawai Hemi - University of Waikato

A project to develop institutional capability to design, develop and deliver education for Māori and Pacific students that is inclusive, culturally responsive, rewarding and fulfilling. Intended outcomes of the project involve building;

- Institutional capability to facilitate the educational success and fulfilment of Māori and Pacific students, including capacity to use coursework and completion data to inform the design of learner development and support programmes.
- Contributions to knowledge about inclusive education at national and international levels.

# Advancing outcomes for Pacific peoples

STRATEGIC THEME FOUR





# Supporting Pacific Peoples' Needs and Advancement to Achieve



## Pacific Cultural Centredness Pathway

### Pale Sauni and Kolose Lagavale

Connecting to students on a cultural level can lead to stronger relationships, improved engagement, increased pass rates and, ultimately, better learning outcomes. To support educators working with Pacific learners, Sauni and Lagavale developed seven interactive modules within this cultural pathway, based on different Pacific nations: Samoa, Fiji, Cook Islands, Niue, Tokelau, Tonga and Tuvalu.

Each module focuses on:

- the core values held by each Pacific nation
- participation in activities and reflection to help embed the values in your everyday practice

- practical tools to help you implement the values when engaging with Pacific learners.

Launched at the Pacific Tertiary Education Forum (PTEF) the Pathway has been presented at FABENZ, ATLAANZ, ITO Pacific Trades Forum, APSTE fono, Pacific Aotearoa Summit, Pasifika Education Centre, Ignite Colleges, Manukau Institute of Technology Business School, VisionWest Community Trust, Skills Highway, CompeteNZ, Samoa Pacific Conference and ITENZ.

The modules are all available free-of-charge at Pathways Awarua.

## Pacific Tertiary Education Forum

The theme - 'be the change you wish to see in the world' - drew on the experiences of students, academic and allied staff, and stakeholder agencies from a uniquely Pacific perspective.

The four sub themes addressed areas identified through delegate feedback from the previous year's forum:

- change through research
- student and community voice
- learner support and collaboration
- leadership and career progression.

## Presentations and workshops

There were many memorable presentations and workshops. Among them were those from:

- **Hon. Jenny Salesa**, Associate Minister of Education
- **Associate Professor, Hon. Luamanuvao Dame Winnie Laban**, Assistant Vice-Chancellor (Pasifika), Victoria University of Wellington
- **Dr Jo Cribb**, Gender Consultant, Literacy Champion and NGO Leader
- **Dr Martyn Reynolds**, Specialist Classroom Teacher, Wellington College
- **Kabini Sanga**, Associate Professor, Faculty of Education, Victoria University of Wellington.



## Government and student panels

Particularly popular among the 147 people who attended were two panel sessions involving – Government Agencies and Student Representatives.

Four Pacific tertiary student leaders from across Aotearoa New Zealand – Andrew Westerland, Matalena O'Mara, Mary Jane Kivalu and Hayley Viatupu - delivered a moving student panel session centred on what they believe is needed to create strong, vibrant and successful Pacific individuals, families and communities.

Delegates appreciated the honest and open discussion in the government panel session - *What can Government agencies do better for people of the Pacific?*

The panel included Tim Fowler, Tertiary Education Commission; Tess Te Mata, Ministry of Foreign Affairs and Trade; Andy Jackson, Ministry of Education; Aiolupotea Lili Tuioi, New Zealand Qualifications Authority and Matalena Leaupepe, Ministry of Business, Innovation & Employment.









## Our Pacific Professional Development Scholarship

Established in 2016 and led by the Ako Aotearoa Pacific People's Caucus, the Pacific Professional Development Scholarship fund aims to support Pacific tertiary staff on pathways to leadership positions and build leadership capability to grow greater Pacific learner success. The scholarships worth between \$2,000 and \$5,000 are awarded on the basis that this sum is equally matched in dollars by the employing organisation. The awardees of the 2018 Ako Aotearoa Pacific Professional Development Fund were:

- **Susanadaisy Jensen**,  
MAPAS Student Support Advisor,  
The University of Auckland
- **Pauline Luafutu-Simpson**,  
Director of Pasifika Development,  
University of Canterbury.

## Pacific Youth Awards 2018

Lupesina Koro, was this year's Ako Aotearoa STEM Award recipient at the Pacific Youth Awards. Lupesina, 18 years old and of Samoan and Tokelauan descent, is currently studying a conjoint Engineering and Commerce degree at Auckland University.



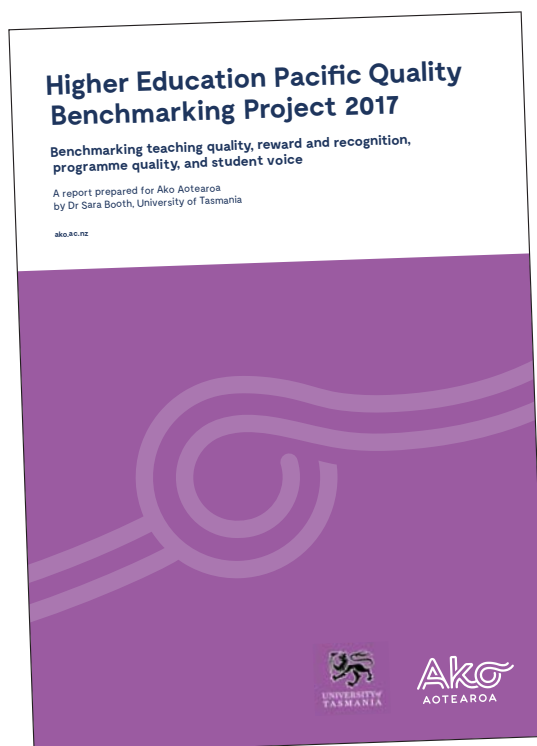
Prime Minister Jacinda Ardern, Minister for Pacific Peoples Aupito William Sio and Ako Aotearoa Pacific People's Caucus Co-chair with Ako Aotearoa STEM Award winner Lupesina Koro. Photo/The Coconet TV.

The award was presented by Prime Minister Jacinda Ardern at a ceremony in Auckland on the 28th March.

## Higher Education Pacific Quality Benchmarking | Dr Sara Booth, University of Tasmania

Sharing good practice and areas for improvement in teaching quality, programme quality and student voice across the Pacific region were the key drivers for this nine-month national partnership project between Ako Aotearoa and five higher education institutions.

A huge thank you to the participating organisations and to Dr Sara Booth (University of Tasmania) for developing the report. Representatives came from University of Tasmania, National University of Samoa, The University of the South Pacific, The University of Waikato, and Manukau Institute of Technology. The report was released in late April.





Project team members L-R, Ashalya Noa, Sam Uta'i, Ako Aotearoa Director Helen Lomax and team lead Pauline Luafutu-Simpson.



## Projects completed

**Implementing and evaluating the Pasifika success toolkit within Canterbury tertiary organisations | Pauline Luafutu-Simpson, University of Canterbury, Lincoln University and Ara Institute of Canterbury**

A two-year project focused on the implementation and evaluation of a Pasifika Success Toolkit developed through a Southern Regional Hub project. The toolkit includes: a definition of Pasifika success; the Pasifika Success Indicators (PSI) 'Turtle' tool; exemplars of good practice; and a model for cultural responsiveness training and development.

This work has developed into a Professional Learning and Development workshop for 2019.

# Growing knowledge, sharing practice widely

STRATEGIC THEME FIVE



# Enhancing the effectiveness of our knowledge base

## During 2018 we:

- Invested \$583,802<sup>1</sup> through the 2018 round of the National Project Fund and regional hub project fund (with the co-funding organisations contributing a total of \$772,328<sup>2</sup>)
- Undertook business as usual project funding activities - 12<sup>3</sup> completed national and regional projects to the total value of \$886,017<sup>4</sup> (with the co-funding organisations contributing a total of \$1,145,016<sup>5</sup>)
- Conducted a comprehensive review of our funding programme towards making changes for 2019
- Hosted four Project Colloquia featuring presentations from 42 in progress and three completed projects.

## Funding review

During 2018 we reviewed the effectiveness of our national and regional project funding; through independent third-party evaluations and surveys (Keesing-Styles, 2017, Chauvel 2017, Research NZ 2017, and BERL 2016).

We have redefined our future objectives about what and how we invest through knowledge base funding. Our aim is to be more effective in achieving the impact we seek; with a review of our Impact Evaluation Framework also underway.

<sup>1</sup> Figure includes: \$470K Ako Aotearoa NPF funding and \$113,802 Ako Aotearoa RHFP funding

<sup>2</sup> Figure includes: \$623k NPF partner contribution and \$149,328 RHFP partner contribution

<sup>3</sup> Six national and six regional projects

<sup>4</sup> Figure includes: \$797,467 Ako Aotearoa NPF funding and \$88,550 Ako Aotearoa RHFP funding

<sup>5</sup> Figure includes: \$897,021 NPF partner contribution and \$247,995 RHFP partner contribution

## Programme changes for 2019

Changes to our project funding include:

- Offering one fund with three levels (seed, small and larger projects)
- Providing two funding rounds per annum
- A project duration of between 1.5-2.5 years maximum
- Taking a graded approach to co-funding (smaller organisations will not be expected to contribute as much as larger ones)
- Selection of successful projects through Expressions of Interest and commissioning procedures.

## New projects funded in 2018

Our four priority areas for funding:

1. professional standards for the vocational sector
2. adult literacy and numeracy
3. innovative approaches to increasing outcomes for Māori and Pacific learners
4. future proofing tertiary education.

NATIONAL				
Project	Lead	Partner/s	Ako Aotearoa funding	Partner/s contribution
Developing a learner capability framework	Dr Andy Kilsby	Otago Polytechnic, Arai Te Uru Kokiri Training Centre	\$150,000	\$300,000
Teaching science, self and profession to the Māori nurse-student in a Wānanga setting	Dr Deborah Rowe	Te Whare Wānanga o Awanuiārangi, University of Otago and University of Auckland	\$147,000	\$150,000
Data-informed initiatives to enhance Māori and Pacific student achievement	Dr Sarah-Jane Tiakiwai and Dr Keakaokawai Hemi	University of Waikato	\$150,000	\$150,000
Working with “the SET process” to improve teachers’ teaching and learners’ learning	Dr Beverly Norsworthy	Bethlehem Tertiary Institute, Tauranga; Laidlaw College, Tauranga; Vision College, Hamilton	\$23,000	\$23,000
<b>TOTAL</b>			<b>\$470,000</b>	<b>\$623,000</b>

## REGIONAL

Project	Lead	Partner	Hub	Ako Aotearoa funding	Partner/s contribution
Using interactive video to support student self-reflection and student support	Ralph Springett	Wellington Institute of Technology	Central	\$8,960	\$11,500
Guide to deeper thinking	Dr Deb Hill	Whanganui Learning Centre Trust	Central	\$17,000	\$17,000
How to harness photovoice as a teaching tool	Cherie Te Rore	Eastern Institute of Technology	Central	\$6,202	\$6,202
Puanga te matapae oranga: Enriching tutor-student engagement and enhancing student learning autonomy	Anne Greenhalgh	Workforce Development Ltd	Central	\$13,000	\$15,350
Evaluation of professional psychology programmes and validation of a multi-stakeholder evaluation instrument	Dr Barbara Kennedy	Massey University	Central	\$9,659	\$9,806
Teaching and learning circles: developing reflective practice and enhancing teaching culture	Dr Kathryn Sutherland	Victoria University of Wellington	Central	\$9,981	\$19,810
Ka nanakia hoki 'ki' te numeracy (better than before)	Pania Te Maro	Te Whare Wānanga o Awanuiārangi	Northern	\$14,600.00	\$15,810.00
Ako atu, ako mai: Kaiako collaborating, learners collaborating	Dr Suzette Major	SAE Creative Media Institute	Northern	\$9,900.00	\$14,100.00
Tools for enabling developmental feedback and teamwork grading by peer assessment: PeerAssessPro	Patrick Dodd	Unitec Institute of Technology	Northern	\$14,500.00	\$29,750.00
Ako ao mariko: VR for learning te reo	Dr Tauwehe Tamati	University of Auckland	Northern	\$10,000	\$10,000
<b>TOTAL</b>				<b>\$113,802</b>	<b>\$276,228</b>

## Projects completed in 2018

NATIONAL				
Project	Lead	Partner	Ako Aotearoa funding	Partner/s contribution
Evaluating the effectiveness of support interventions for dyslexic learners in multiple learning environments	Mike Styles	Primary ITO, The Skills Organisation, Capital Training, ServiceIQ, Whitireia and Petersen Consulting	\$149,412	\$149,421
Implementing and evaluating the Pasifika success toolkit within Canterbury tertiary organisations	Pauline Luafutu-Simpson	University of Canterbury, Ara Institute of Canterbury and Lincoln University	\$50,000	\$52,720
Taikākā - Optimising Māori academic achievement in Māori-medium initial teacher education	Professor Jenny Morgan-Lee	The University of Waikato and The University of Auckland	\$52,500	\$91,360
Te tātua o kahukura - capacity building and career development of Māori doctoral students	Professor Leonie Pihama	The University of Waikato	\$150,000	\$201,543
Te whaihanga - Preparing students to work with Māori	Professor Dory Reeves	The University of Auckland	\$150,000	\$150,000
Making the invisible visible	Dr Barbara Kensington-Miller	University of Auckland	\$150,000	\$150,000
Multi literacies-based e-assessments	Dr Selena Chan	Ara Institute of Canterbury	\$95,120	\$101,980
<b>TOTAL</b>			<b>\$797,032</b>	<b>\$897,581</b>

## REGIONAL

Project	Lead	Partner	Hub	Ako Aotearoa funding	Partner/s contribution
Youth cultural heritage empowerment programme	Tarisi Vunidilo	The University of Auckland	Northern	\$9,600	\$17,250
Internships - more than enhancing graduate attributes and employability	Andy Martin	Massey University	Central	\$10,000	\$20,000
Learner guidance in flexible first year teaching at university	Eva Heinrich	Massey University	Central	\$12,765	\$14,000
Developing a law student profile - phase 5	Lynne Taylor	University of Canterbury	Southern	\$11,800	\$21,398
Understanding assessment anxiety during the student transition to university	Valerie Sotardi	University of Canterbury	Southern	\$10,000	\$10,000
Improving undergraduate student outcomes with proactive numeracy learning support	Brigid Casey	University of Otago	Southern	\$10,000	\$20,307
Virtual field trips in tertiary science	Ben Kennedy	University of Canterbury	Southern	\$14,935	\$58,240
The successes of a wrap-around training programme transitioning Māori youth into employment	Paddy Forde	Kiwi Can Do	Hei Toko	\$9,450	\$86,800
<b>TOTAL</b>				<b>\$88,550</b>	<b>\$247,995</b>



## Projects Colloquia

In late November 46 project teams came together to present and share their research findings at Ako Aotearoa Project Colloquia in Auckland, Palmerston North, Wellington and Christchurch.

The National Project Colloquium featured 16 different project teams and the launch of two significant projects for Māori learners - Taikākā and Te Whaihanga. With research focused on targeted Cultural Responsiveness Professional Learning and Development (CRPLD), Dr Eruera Tarena from the Hūtia te punga team highlighted a challenge that rings true for many: “frequently institution leaders want change, but no one wants to change”.

## Northern Hub

All 10 projects on show at the Northern Hub Project Colloquium proved popular particularly A Training Programme for Deaf/Hard of Hearing Tutors where the audience was reminded of the prevalence of hearing loss in Aotearoa affecting almost 400,000 people and Ka nanakia koki ‘ki’ te numeracy, highlighting the need for educators to know the learner beyond their assessment results.



## Central Hub

Alan Cadwallader, Executive Director Faculty, Open Polytechnic said: “The (Central Hub) Colloquium has moved from strength to strength over the years”. With a showcase of 10 different projects, attendees were treated to a thought-provoking discussion that intensified following a presentation by the team behind the recently completed Real Good Teacher Guides project.

## Southern Hub

In a break with tradition Jennifer Leahy, a practitioner with extensive experience in the tertiary sector and many links to Ako Aotearoa activities was the emcee at the Southern Project Colloquium. Jennifer, who is currently working for Corrections, provided continuity for the day, shared project highlights and drew contrasts and commonalities between the projects. Just a few of the diverse range of topics featured at the Colloquium this year included: ‘forgotten learners’ – adult learners with an intellectual disability, the making of lawyers and the use of active video watching in teaching.

**“It was good in the final wrap up session ... to have some group discussion – it also helped to re-invigorate participants – perhaps some more of this would be beneficial.”**

**– Participant feedback.**

# Supporting greater adult learner success

STRATEGIC THEME SIX



🔗 ALNACC team at the FABENZ launch in December, L-R: Kolose Lagavale, Dr Damon Whitten, Dr Mei Winitana, Helen Lomax, Annette van Lamoen, Dr Joe Te Rito, Graeme Smith, and Pale Sauni, with Kathryn Hazlewood, Tertiary Education Commission (2nd from right).

## Delivering a new model for Adult Literacy and Numeracy Education and Cultural Capability


### Building Adult Literacy, Numeracy and Cultural Capability

Work began in early 2018 and involved Ako Aotearoa's Adult Literacy, Numeracy and Cultural Capability (ALNACC) team consulting widely with the foundation sector, and gaining valuable input from representatives through an Advisory Group and Sector Expert Group. The result is a comprehensive and cohesive package of evidence-based models and frameworks to support the objective.

### New models and tools

The package incorporates professional standards and the provision of professional learning and development that leads to professional recognition against these standards:

- Foundation Learning Professional Standards Framework – Tapatoru
- Capability Building Model
- Professional Learning and Development (PLD) Modules
- Adult Literacy and Numeracy (ALN) Effective Practice Model
- Collaborative Reflective Practice Cycle
- Hallmarks of Excellence for Māori and Pacific Learner Success
- Adult Literacy and Numeracy (ALN) Practices Report
- Practices Self-report Tool
- Practices Checklist and Interview Tool
- Pacific Cultural Centeredness Pathway
- Māori Cultural Capability Pathway.



## Adult Literacy, Numeracy and Cultural Capability (ALNACC)

Literacy and numeracy for learning and lifelong success  
- a new model for foundation education in Aotearoa.

The ALNACC team launched the brand-new package at the Foundation and Bridging Educators Conference on 30 November, with a booklet outlining all the components

A roadshow is planned for March 2019 to share the work with the sector and grow understanding for the full range of resources and how they work together to support teachers in their practice



# Tapatoru

## Foundation Learning Professional Standards Framework

The foundation learning professional standards constitute a learner-centred, dynamic framework. The standards:

- » encompass trades training, vocational education and foundation learning
- » incorporate and update current approaches to embedding literacy and numeracy
- » integrate with other professional standards frameworks
- » include cultural competencies based on Māori and Pasifika values.

### Professional values include:

#### Whanaungatanga – Relationships

- » Foster meaningful and positive relationships and support systems.

#### Manaakitanga – Pastoral Care

- » Maintain and promote the wellbeing of our learners, their communities and the land.

#### Wairuatanga – Wellbeing

- » Foster a sense of wellbeing. Recognise and respect other belief systems.

#### Aroha – Compassion

- » Treat others with compassion, respect and empathy.

### Professional knowledge includes:

#### Kiko – Context

- » Understand foundation learning in Aotearoa New Zealand and the impact on own contexts, teaching or support.

#### Ahunga – Approaches

- » Use approaches and concepts that contribute to learner-centred teaching.

#### Rauemi – Resources

- » Use appropriate resources that enhance foundation learning experiences.

#### Tikanga – Culture

- » Work effectively with Māori, Pacific, youth and/or learners from diverse ethnic and/or other backgrounds.



### Professional practice includes:

#### Whakahoahoa – Design

- » Design and plan learning that strengthens learners' foundation learning skills.

#### Tautoko – Support

- » Facilitate foundation learning and/or support foundation learners.

#### Whakautuutu – Give Feedback

- » Use assessment as a learning tool and give feedback to foundation learners.

#### Tūhonohono – Engage

- » Engage with stakeholders and own professional learning and development.



## Tapatoru – a new professional standards framework

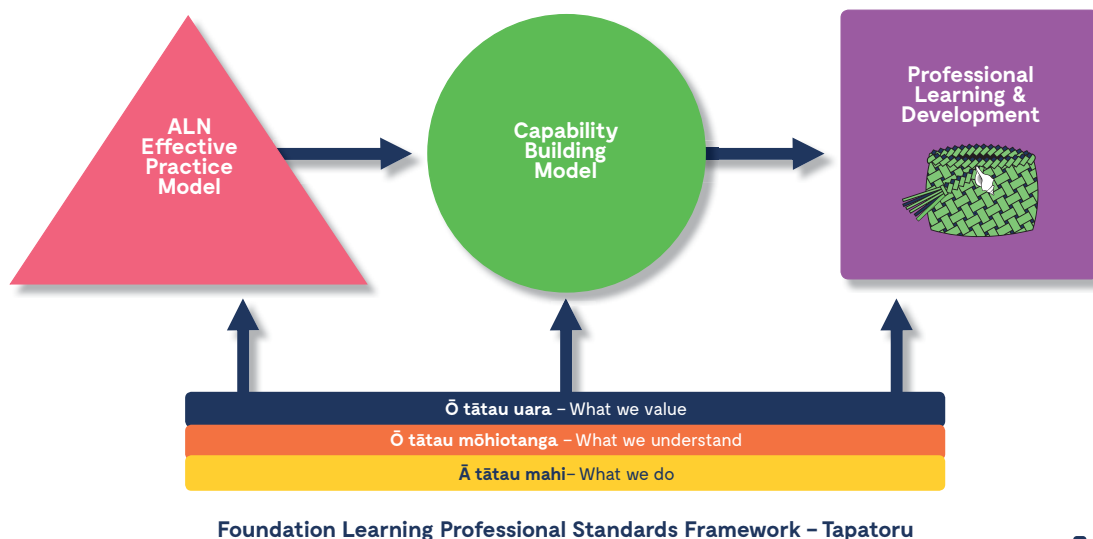
Underpinning the package is **Tapatoru – a new professional standards framework** developed by Graeme Smith and Dr Joseph Te Rito (Ako Aotearoa). Tapatoru describes the capability of those working with foundation-level learners or clients. The skill levels, or papa, of Tapatoru are woven through the other models and PLD offerings developed as part of this work.

The Tapatoru standards encompass trades training, vocational education and foundation learning, incorporate current approaches to embedding literacy and numeracy, and integrate with other professional standards frameworks.

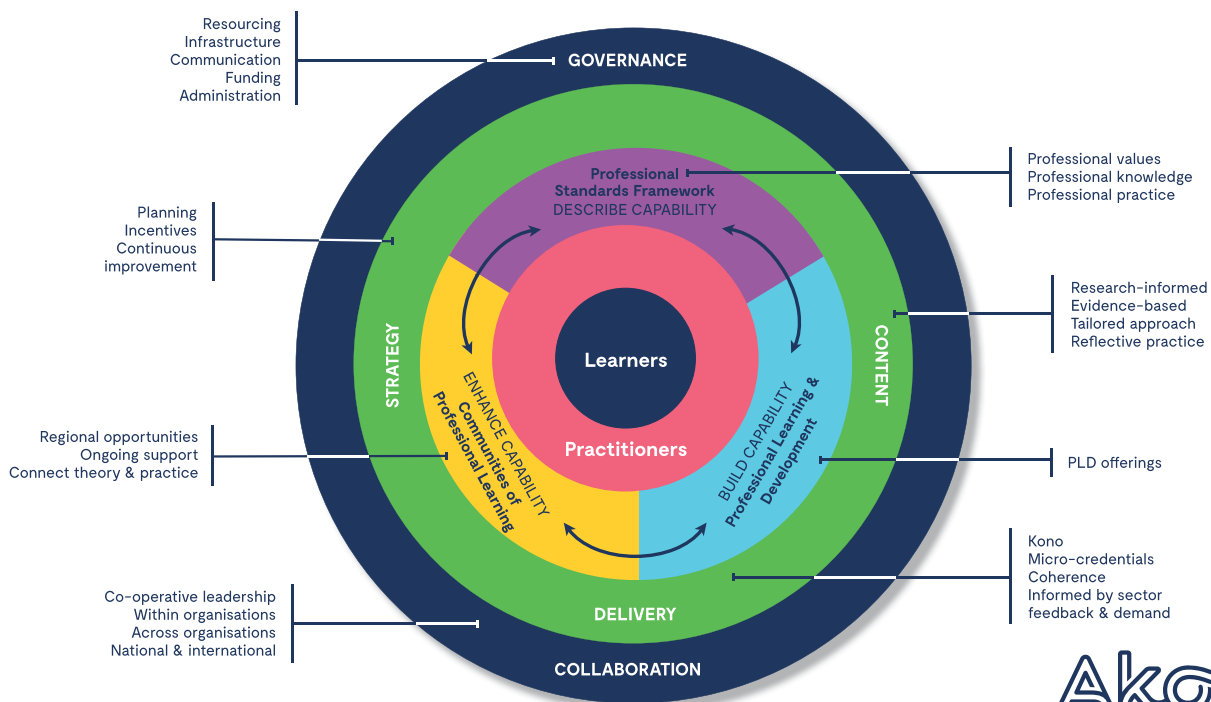
## More ALNACC Models and Frameworks

# Adult Literacy, Numeracy and Cultural Capability – ALNACC

## How it fits together

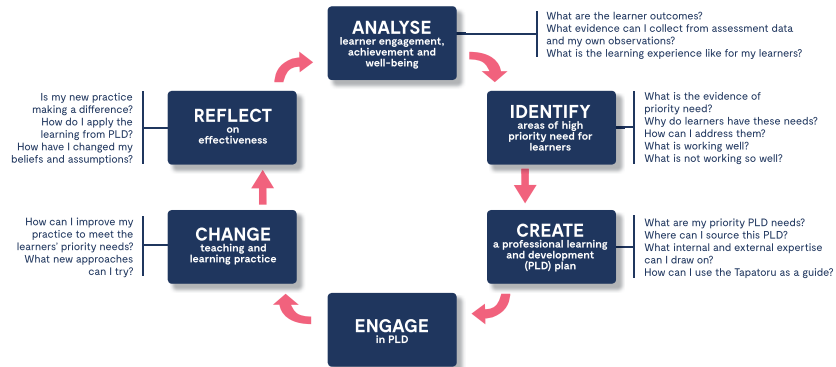


## Capability Building Model





## Collaborative Reflective Practice Cycle



## Ko Ngā Tohu The Awards

The foundation learning professional standards awards cover four different skill levels reflecting a variety of contexts, including:

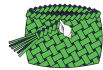
1. Pastoral care or learning support staff with no or limited teaching responsibilities or new practitioners.
2. Teaching and learning support practitioners seeking to expand their understanding and practice.
3. More experienced practitioners seeking to extend or verify their understanding and practice as well as a relevant specialisation.
4. Highly experienced practitioners with a demonstrated record of effective leadership in the field of foundation-level education.



NGĀ ĀHUATANGA  
DIMENSIONS



## PLD Modules



Ō TĀTOU UARA  
What We Value

Ō TĀTOU MŌHIOTANGA  
What We Understand

Ā TĀTOU MAHI  
What We Do







## Some new Ako Aotearoa PLD in literacy and numeracy



### Literacy and numeracy for those in non-teaching roles | Dr Damon Whitten

Identifying a gap in vocational PLD support, Damon designed this workshop for Ako Aotearoa specifically to support industry training organisation staff in non-teaching roles who require a firm understanding of the issues surrounding adult literacy and numeracy, such as training advisors or managers.

Damon trialled this workshop in-house with 17 staff at Manukau Institute of Technology during September as an entry-level workshop.

#### Key areas covered:

- ways in which low literacy or numeracy skills impact individuals and workplaces
- features of the NZ infrastructure such as the Learning Progressions and the Literacy and Numeracy for Adults Assessment Tool
- approaches to support learners by those in non-teaching roles
- strategies to communicate literacy and numeracy to non-educators.

The pilot proved popular with participants and Dr Whitten is now fielding requests for more workshops in 2019.



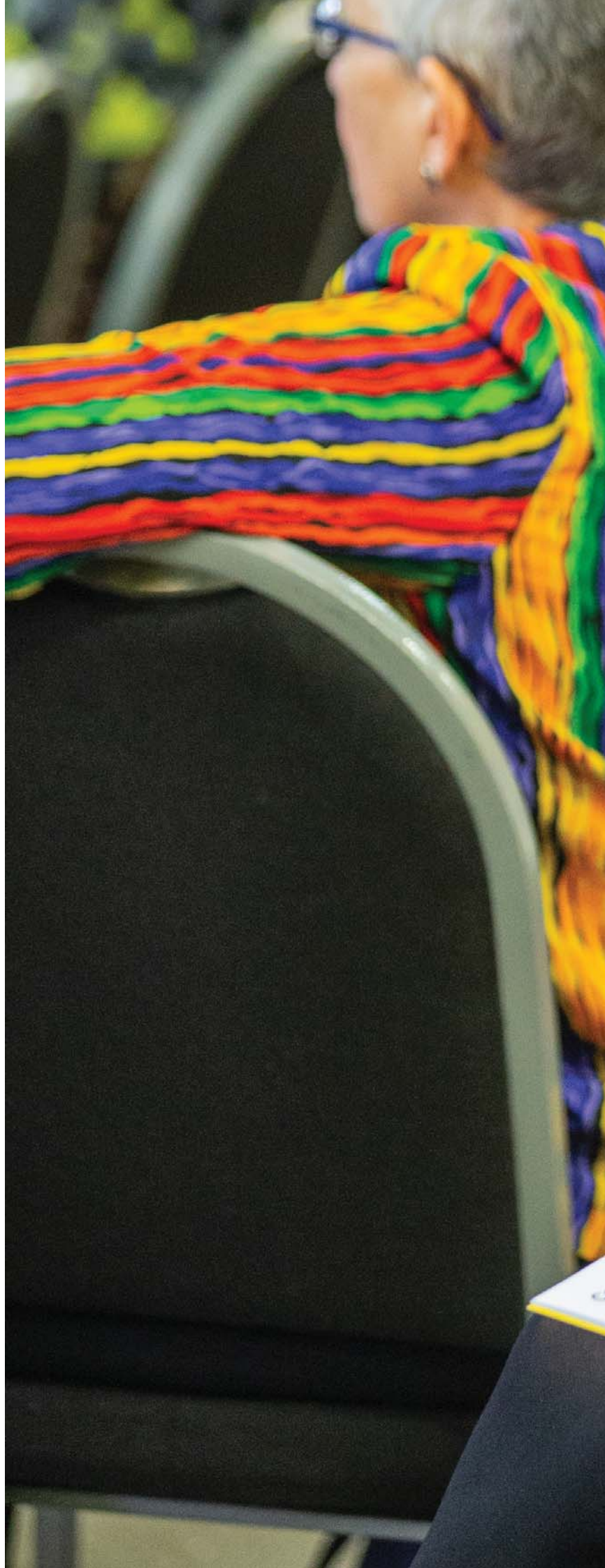
### Growing Numeracy online course | Mike Styles, Primary ITO

Ako Aotearoa's first online course aims to help educators from anywhere discover the skills and resources needed to improve numeracy instruction and learners' confidence and competency with numbers. The facilitator, Mike Styles from Primary ITO, has developed the course from an Ako Aotearoa co-funded project. The course takes place over 4-6 weeks, including: two facilitated online sessions and self-directed activities with learners and mentoring support from Mike throughout. Twenty people completed the workshop in 2018, and their feedback included:

**“I really enjoyed the two workshops. It did ..., reinforce that the practices I am undertaking to support staff seem to fit the needs of the workshop participants. Well done Mike and John!”**

**“It was such a great course ... is there an equivalent one for Literacy?”**

**Literacy and  
numeracy  
for learning  
and lifelong  
success**










# The future for Ako Aotearoa



**To finish off a busy year, we launched our new Shared Strategic Agenda for the tertiary sector, educators, learners and their communities.**

**It has been created within an Aotearoa New Zealand context to drive lasting impact for and with our stakeholders.**

**Our thanks to the members of our Board, Te Rūnanga Māori, Pacific Peoples' Caucus, staff and Academy for their insights and contribution to this work over recent months.**

**We look forward to sharing and discussing this with the sector during 2019.**

Our shared strategic agenda for the tertiary sector, e communities, has been created within an Aotearoa Ne drives lasting impact for and with our stakeholders to

## He aha ngā tino tūmanako o Aotearoa mai i te wāhanga mātauranga tuatoru?

## What is New Zealand strongly seeking from the tertiary education sector?

- 1 Lifelong learning journeys to attain the best possible outcomes.
- 2 A range of valuable tertiary education options that are customised, personalised, accessible and that provide holistic skill sets and innovative thinking. Cultural centredness is fundamental to these options.
- 3 Contributing long term and sustainable benefits to the wider community through enhanced tertiary teaching, positive learner experiences and equitable learner outcomes.
- 4 Education for economic, social, cultural and environmental benefits.



## He aha ngā whāinga nui mā te wāhanga mātauranga tuatoru, hei painga mō Aotearoa?

## What achievements does the tertiary education sector want to progress for the nation?

- 1 The tertiary education sector is an agent of change for learner success through collaboration instead of competition.
- 2 The tertiary education sector builds its capability through professional standards, to enable educators to self assess and direct their professional learning.
- 3 The tertiary education system values learner experiences and voices to establish learners as partners.
- 4 We create a New Zealand where Māori, Pākehā, Pacific Peoples and migrant groups have equality and equity as citizens and the ability to participate and contribute to New Zealand society.



# ed Strategic Agenda

educators, learners and their  
New Zealand context, so that it  
advantage the nation.

**Ka pu te ruha,  
ka hao te rangatahi**

As an old net withers,  
another is woven

**He aha ngā uara hei whakaūnga mā Ako  
Aotearoa mō tēnei rautaki?**

What values will Ako Aotearoa uphold when  
implementing this strategy?

1



### Pūmautanga

We are a trusted and credible  
advocate for tertiary teaching and  
learning excellence and the best  
possible educational outcomes for all  
learners.

2



### Māramatanga

We are insightful, with a sound  
understanding of the tertiary sector  
and an independent voice.

3



### Awhitanga

We are inclusive. We value and enable  
diversity, equity and success for all  
learners, particularly Māori and Pacific  
Peoples, and the people who support  
them across our dynamic tertiary  
sector.

4



### Whanaungatanga

We value our relationships. We  
work with others through positive,  
productive partnerships by sharing  
knowledge and expertise to  
contribute towards shared goals.

5



### Whakamanatanga

We seek to empower. We are led by Te  
Tiriti o Waitangi and our Te Tauākī Ako  
framework in our journey to become a  
bicultural organisation.

**He aha ngā āhuatanga hei whāinga mā Ako  
Aotearoa?**

What must Ako Aotearoa strive  
to become?

1

To be relentlessly leading the change agenda  
for professional standards in teaching and  
learning.

2

To be recognised as change agents in the  
education space, being agile and adaptable.

3

To be champions at transforming the lives of  
learners, their whānau and their communities.

4

To be Tiriti o Waitangi-led and to champion  
Māori and Pacific Peoples and diversity while  
tackling systemic and unconscious bias.



**TERTIARY EDUCATION  
TRANSFORMS OUR LIVES**

# Financial statements



Account		YTD Actuals	Approved FY Budget
<b>Income</b>			
TEC Payments		3,556,000.00	3,556,000.00
TTEA Scholarships		200,000.00	200,000.00
Interest Income		59,613.31	40,000.00
<b>Additional Cash Income</b>			
National Forums		73,241.46	130,000.00
Regional Professional Development Workshops		184,633.79	200,000.00
Research Income - He Taunga Waka/ALN	1	1,181,900.00	927,500.00
Research Income - Fiji Higher Education Commission		110,000.00	97,500.00
PD Infrastructure/Consultancy		(4,631.10)	159,500.00
PBRF		0.00	16,000.00
Resources	2	2,127.05	10,000.00
Sponsorship		62,714.32	65,000.00
Disbursements		2,054.18	5,000.00
<b>Total Additional Cash Income</b>		<b>1,612,039.70</b>	<b>1,610,500.00</b>
<b>Total Income</b>		<b>5,427,653.01</b>	<b>5,406,500.00</b>
<b>Gross Profit</b>		<b>5,427,653.01</b>	<b>5,406,500.00</b>

## Expenditure

### Personnel – Incl. Related Expenses and Contract Staff

Salaries		1,124,545.64	1,320,000.00
Contract Staff		102,807.65	144,600.00

### Total Personnel –

<b>Incl. Related Expenses and Contract Staff</b>		<b>1,227,353.29</b>	<b>1,464,600.00</b>
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Staff PD		1,045.30	20,000.00
Recruitment	3	18,806.43	10,000.00

### TTEA's Total

Awards		225,229.78	250,000.00
Award Administration & Panel costs	4	166,447.33	120,000.00

<b>Total TTEA's Total</b>		<b>391,677.11</b>	<b>370,000.00</b>
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Academy	5	48,136.86	79,000.00
Sponsorships		117,358.13	100,000.00

### Website

Website Hosting & Maintenance		23,223.97	50,000.00
Website Development		26,618.78	30,000.00

<b>Total Website</b>		<b>49,842.75</b>	<b>80,000.00</b>
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### Branding/Publications

General Branding	6	33,666.11	30,000.00
Dissemination of Research Projects	7	37,208.03	15,000.00

<b>Total Branding/Publications</b>		<b>70,874.14</b>	<b>45,000.00</b>
Annual Report	8	6,672.65	18,000.00
Strategic Plan Development		10,553.42	15,000.00
Consumables	9	135,442.34	75,000.00
Staff Travel		102,921.26	110,000.00
Equipment	10	13,385.00	20,000.00
<b>Committees</b>			
Board	11	72,371.25	65,000.00
Māori Caucus	12	52,072.70	25,000.00
Pacific Caucus	13	29,403.08	16,000.00
<b>Total Committees</b>		<b>153,847.03</b>	<b>106,000.00</b>
Board Training		1,807.71	15,000.00
Infrastructure Capability			
Strengthen Financial Systems		19,740.00	25,000.00
<b>Total Infrastructure Capability</b>		<b>19,740.00</b>	<b>25,000.00</b>
<b>National Project Fund: Contestable</b>			
Funding	14	665,780.70	470,000.00
Colloquium		21,224.39	25,000.00
<b>Total National Project Fund: Contestable</b>		<b>687,005.09</b>	<b>495,000.00</b>
Hui Tuia Te Ako		78,091.41	75,000.00
<b>Cost Recovery Portfolio</b>			
National Forums		63,845.63	180,000.00
He Taunga Waka/ALN	15	758,936.51	995,000.00
Fiji Higher Education Commission		86,748.92	60,000.00
<b>Total Cost Recovery Portfolio</b>		<b>909,531.06</b>	<b>1,235,000.00</b>
NPF Cost-sharing Partnership Projects		725.00	100,000.00
<b>Fully funded Commissioned Projects</b>			
Support For Emerging Pacific Leaders	16	1,178.63	20,000.00
Other work	17	106,229.41	85,000.00
<b>Total Fully funded Commissioned Projects</b>		<b>107,408.04</b>	<b>105,000.00</b>
Rent		70,639.68	70,000.00
<b>Total National Office</b>		<b>4,222,863.70</b>	<b>4,632,600.00</b>
<b>Regional Hubs</b>			
Salaries		458,502.41	488,200.00
Regional Hub Project Fund		235,137.91	200,000.00
Regional Professional Development workshops		132,811.37	200,000.00
Rents		63,928.71	69,000.00
Travel		54,457.32	80,000.00
Consumables		6,133.37	25,000.00
Hub Advisory Groups		29,015.52	14,000.00
<b>Total Regional Hubs</b>		<b>979,986.61</b>	<b>1,076,200.00</b>

Depreciation	0.00	6,000.00
<b>Overheads and Other Fixed Costs</b>		
Research Office Overhead	366,200.00	366,200.00
Central Overhead	183,100.00	122,100.00
<b>Total Overheads and Other Fixed Costs</b>	<b>549,300.00</b>	<b>488,300.00</b>
<b>Total Expenditure</b>	<b>5,752,150.31</b>	<b>6,203,100.00</b>
<b>Net Profit</b>	<b>(324,497.30)</b>	<b>(796,600.00)</b>

**Notes:**

1. Includes 2017 payments and contract extension
2. Low uptake of printed resources. Made readily available on-line
3. Director, Deputy Director and Administrator recruitment
4. TTEA videos, AV cost at Parliament and higher catering cost
5. In-kind venue contribution by University of Canterbury
6. New branding work continued
7. More projects completed
8. Less printed copies
9. New office furniture
10. Upgrade of computers
11. Extra Board and standing committee meetings to look at Charter
12. Extra meetings to look at Terms of Reference
13. Extra meetings to look at Terms of Reference
14. Includes projects in progress
15. Fixed-term salaries, contractors, travel, catering and design work for website
16. Only two scholarships funded
17. Te Ara Whakapai project management, Qualifications developer and Professional Standards report.

## Balance Sheet

### Ako Aotearoa

As at 31 December 2018

Account	Notes	31-Dec-18
<b>Assets</b>		
<b>Current Assets</b>		
Massey University Control Account		0.00
Accounts Receivable		8,788.75
Investment		2,059,468.00
Inventory		54,889.50
<b>Total Current Assets</b>		<b>2,123,146.25</b>
<b>Fixed Assets</b>		
Computer Equipment		32,247.08
<b>Total Fixed Assets</b>		<b>32,247.08</b>
<b>Total Assets</b>		<b>2,155,393.33</b>
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Accounts Payable		83,843.31
Forward Commitments		1,010,551.00
Massey University Control Account		368,658.63
Income in Advance		0.00
<b>Total Current Liabilities</b>		<b>1,463,052.94</b>
<b>Total Liabilities</b>		<b>1,463,052.94</b>
<b>Net Assets</b>		<b>692,340.39</b>
<b>Cash Reserves</b>		
Prior Year's Surplus Carried Forward		1,091,704.71
Current Year Earnings		(399,364.32)
		<b>692,340.39</b>





# Confirmation of audit

## Confirmation of Audit



15 April 2019

Helen Lomax  
Ako Aotearoa  
National Centre for Tertiary Teaching Excellence  
Wellington

Dear Ms. Lomax

RE: 2018 Annual Accounts

I can confirm that the University's financial statements have been audited by Audit New Zealand and that the scope of the audit covers the National Centre for Tertiary Teaching Excellence. As part of the audit no issues were brought to our attention in respect of the accounts for the National Centre for Tertiary Teaching Excellence.

Yours sincerely



Carolyn Dimond  
Chief Financial Officer



Nā āheitanga ā-mātauranga,  
ko angitū ā-ākonga  
Building educational capability  
for learner success

Ako  
AOTEAROA