

Ako Aotearoa Annual Report

1 January to 31 December 2019

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


Ako
AOTEAROA

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Ō Mātou Uara Our Values



Pūmautanga

We are a trusted and credible advocate for tertiary teaching and learning excellence and the best possible educational outcomes for all learners. With our expertise and experience, we lead from the front and alongside to grow and share knowledge, inspire tertiary educators and strengthen sector capability.



Māramatanga

We are insightful, with a sound understanding of the tertiary sector and an independent voice. We foster innovation to help transform Aotearoa New Zealand's tertiary sector in a rapidly changing world.



Whakamanatanga

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



Awhitanga

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



Whanaungatanga

We value our relationships. We work with others through positive, productive partnerships by sharing knowledge and expertise to contribute towards shared goals. We collaborate with educators, learners, communities and industry leaders to generate innovative and sustainable solutions to achieve success for all learners.

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Chair's Report

The importance of maintaining a high quality of tertiary education for our communities, young people and our country has never been greater. In 2019 Ako Aotearoa has continued to focus our efforts and attention on supporting the tertiary teaching sector to maintain and improve the quality and effectiveness of teaching and learning delivery right across this diverse sector. Our aim is to support and develop the teachers, tutors and trainers working in a diverse range of organisations that deliver tertiary-level adult learning, so that we collectively deliver the best possible outcomes for all learners.

The critical question we continue to ask ourselves is “Are we doing the right things, in the right way, for the right people, with the right outcomes”?

To date we can answer this question with a resounding ‘Yes’, we have made good progress in priority areas. Through the year we continued to focus on some of the most critical areas for tertiary education in Aotearoa, including: the need to develop a professional standards framework for tertiary teachers, achieving equity and success for Māori, Pacific and diverse learners, and embedding an exciting new model at the foundation level of learning to support adult literacy and numeracy. But there is still much to do. Thus, the efforts and achievements identified in this report for 2019 will continue relentlessly through 2020 and beyond.

Our Shared Strategic Agenda – Koronga Rautaki Mahitahi (launched in December 2018) has guided us well so far, with significant progress made across the workstreams that feed into it (see pages 10 to 11 of this report).

Against the backdrop of the current reforms affecting a significant part of the tertiary system, the Board sees enormous potential for Ako Aotearoa to enhance learners’ futures, especially their successful transition to the workforce and contribution to their communities. To do this requires a learner-centric approach, one where changes are led by, with and for the learners. In turn, this requires Ako Aotearoa to build even stronger pathways and partnerships to ensure our contribution is fully aligned with, and connected to learner, tertiary sector, community, industry and societal needs.

On behalf of the Board of Ako Aotearoa I thank all the contributors and stakeholders in the tertiary sector for their ongoing support for what we do, and their enthusiasm in working with us towards a shared goal that brings real benefits to all learners.

I am proud to represent the Board as we also thank the management and staff of Ako Aotearoa for their commitment, dedication and professionalism in working towards our mission in the past year, where we saw much transition and challenge.

I also thank my colleagues on the Board, Te Rūnanga Māori and the Pacific Peoples Caucus for their work on revising the Governance Charter during the year. Your on-going support, encouragement and advice is valued, and it is truly a pleasure to work with you all.

I look forward to another successful year in 2020, which promises to be one of exciting potential and opportunity. We are privileged to be a key contributor to enriching the future capabilities of the tertiary teaching sector.

Nōreira, tēnā koutou katoa



Dr Graeme Benny
Chair | Ako Aotearoa



Director's Report

Tēnā koutou katoa, talofa lava, malo e lelei, kia orana, bula vinaka, ni hao, namaste, greetings.

As the new Ako Aotearoa Director, I am pleased with the progress we have made in 2019, given that it has been a challenging year; especially with major sector vocational education reforms (RoVE) on everyone's minds, tertiary education organisation professional learning and development (PLD) budgets being very tight, and consultations on major strategic reviews happening fast and furiously.

On balance, we have achieved a lot in most areas of our work. This report aims to share the results of our refreshed strategic direction expressed in our new Shared Strategic Agenda, Koronga Rautaki Mahitahi, developed with the Ako Aotearoa Board for our organisation 'wayfinding'.



Thankfully, I have a great team and collective effort to achieve this way forward - ehara taku toa i te toa takitahi, engari he toa takitini. Some highlights of and key things to note from 2019 for Ako Aotearoa include:

- The completion and launch of major programmes for PLD, and Tapatoru Foundation Level Professional Standards, both developed under our TEC contract for Adult Literacy, Numeracy and Cultural Capability (ALNACC).
- The further extension and success of our professional learning development into lively, accessible and well received online formats, as well as the successful launch of our new Te Tiriti o Waitangi PLD workshops.
- A major refresh of the Tertiary Teaching Excellence Awards brand and ceremony.

- Our contributions to key sector issues – including through submissions on Reform of Vocational Education (RoVE), Tertiary Education Strategy (TES) and Student Voice.
- Noting with gratitude the contribution of long-serving staff who left to take up new opportunities, including Ian Rowe, Anita Taylor, Neil Andersen and Daniela Theodorou.
- Launching our new People Capability Framework for staff development and recruitment.

For the future, 2020 and beyond, we look forward to continuing to build our strategic relationship with the Tertiary Education Commission, as well establishing one with the New Zealand Institute of Skills and Technology. We must also acknowledge the welcoming and continued support we receive from Massey University, our host organisation since 2007. Tēnā koutou katoa.

Nāku noa nā mātou, nā

A handwritten signature in blue ink that reads "Helen Lomas". The signature is written in a cursive, flowing style.

Director | Tumuaki
Ako Aotearoa



A Message from our key groups

Te Rūnanga Māori

Te Rūnanga Māori supported and/or provided advice on various developments and initiatives, including those led by Deputy Director Māori, Dr Joe Te Rito, such as the overhaul of the online Māori Cultural Capability Pathway; a new Tiriti o Waitangi workshop; the approval of the unique Ngāti Tūwharetoa iwi micro-credentials project; and confirmation of Tuia Te Ako 2020, to be held at the Wellington Massey University campus on 24-25 November 2020, with the theme of 'Tuia Te Tiriti ki roto i te Mātauranga Matua / Weaving Te Tiriti into Tertiary Education'. The Rūnanga was pleased to see the first successful applicant from the Whare Wānanga sector to gain a national Tertiary Teaching Excellence Award.

Matters covered over the year included the new Charter, the Rūnanga's Terms of Reference, and the adoption of the ideas of 'shared governance' over Māori strategy between the Board and Rūnanga and Ako Aotearoa's adoption of 'Tiriti-led' as centre-piece to strategic direction. The Rūnanga also considered the Mahere Reo Māori; RoVE and the new Tertiary Education Strategy; saw the realisation of its input into the Kaupapa Māori Teaching Excellence Awards criteria, the wider strategy regarding the awards, and joining the Ngā Pae o te Māramatanga network.

We farewelled Jacqui Poutu, and Te Pohoirā Iopata (Te Mana Ākongā) who was replaced by Mamaeroa Merito. Dr Karyn Paringātai joined the Rūnanga and Stuart Lawrence was recommended to continue despite moving from the ITO sector. Dr Margaret Taurere's terms on the Board and Rūnanga which had lapsed, were also extended.



Pacific Peoples' Caucus

The Pacific Peoples' Caucus is proud to have supported a range of Ako Aotearoa's activities aligned to the Shared Strategic Agenda. Activities included a further round of the Pacific Professional Development Scholarship, which attracted two successful recipients – Dr Malama Tafuna'i from University of Otago, and Naomi Tabua Vuataki from Wintec. Enhancement work got underway on the Pacific Cultural Centredness Pathways online tool – developed by Ako Aotearoa in 2018 and available on the Pathways Awarua site. A new PLD workshop – Unpacking a Pasifika Resource Kit – developed from a recent Ako Aotearoa co-funded project led by Pauline Luafutu Simpson, attracted positive feedback from participants attending the workshops in Q4. Other work guided by the Caucus is outlined in the Pacific section, pages 34–39.

Changes to the membership of the Caucus included farewells to Mino Cleverley and student representative Sabrina Falefatu, with much thanks for their contributions. Sam Uta'i and Walter Fraser both stepped down from their Co-Chair roles at the end of 2019, while Analiese Robertson (ACE Aotearoa) and Vai Punivai (BCITO) were confirmed as new Co-Chairs for 2020 at the October meeting.

Ako Aotearoa Academy of Tertiary Teaching Excellence

2020 was a year of refocusing for the Academy, both trying to keep up with the rapid changes for Ako Aotearoa and with frenetic consultation, finalisation and the launch of our new strategic vision. We believe that this vision will prove invaluable for us as we move into a new era, and challenging context for post-secondary education. In terms of hard work, the Academy is particularly proud of the success of Talking Teaching 2019 – our 11th annual get together, and third under the 'Talking Teaching' banner. Importantly, TT2019 was also the third time that our annual conference has been fully open to all-comers. Attendance at TT'19 was more than double TT'17, with more than 300 delegates, and more than 60 presentations and workshops across five streams. With this year-on-year growth, Talking Teaching appears to be growing into one of the premiere post-secondary teaching and learning events in Aotearoa New Zealand. Further, evaluations of the conference were almost entirely positive. We are tremendously grateful to Unitec, and particularly James Oldfield – a member of our Executive and the local organiser of the event.




Our Shared Strategic Agenda | Koronga Rautaki Mahitahi 2019–2023

Ka pū te ruha, ka hao te rangatahi As an old net withers, another is woven

Our shared strategic agenda for the tertiary sector, educators, learners and their communities, has been created within an Aotearoa New Zealand context, so that it drives lasting impact for and with our stakeholders to advantage the nation.

This year was the beginning of the five-year journey we have mapped out in our Shared Strategic Agenda | Koronga Rautaki Mahitahi.

The left-hand side of the document takes a holistic approach to how, where and what the tertiary sector must do together to build ongoing success for all adult learners in Aotearoa.

He aha ngā tino tūmanako o Aotearoa mai i te wāhanga mātauranga tuatoru?	What is New Zealand strongly seeking from the tertiary education sector?	He aha ngā uara hei whakaūnga mā Ako Aotearoa mō tēnei rautaki?	What values will Ako Aotearoa uphold when implementing this strategy?
<ol style="list-style-type: none"> 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. 		<ol style="list-style-type: none"> 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 Awahitanga 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 Tauāki Ako framework in our journey to become a bicultural organisation. 	
<ol style="list-style-type: none"> 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. 		<ol style="list-style-type: none"> 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. 	

He aha ngā āhuatanga hei whāinga mā Ako Aotearoa?

What must Ako Aotearoa strive to become?

Kokonga Kakariki (the green corner) of our Agenda, shows what Ako Aotearoa must do, and is doing already through our business plan, to lead New Zealand's changing tertiary sector in building educational capability for learner success.

See the following sections for examples of our activities underway in 2019.

1	To be relentlessly leading the change agenda for professional standards in teaching and learning.	<ul style="list-style-type: none">— Liaison with AdvanceHE (p. 21)— Tapatoru development (p. 51)— Synthesis report on PSF (p. 21)— TTEA event (p. 13)
2	To be recognised as change agents in the education space, being agile and adaptable.	<ul style="list-style-type: none">— Academy Talking Teaching and projects (p. 16)— Digital badging (p. 23)— International visitors (p. 27)— Dyslexia qualmark (p. 52)— Project colloquia (p. 42)— Online and in-house PLD growth (p. 25)
3	To be champions at transforming the lives of learners, their whānau and their communities.	<ul style="list-style-type: none">— Iwi credentials project (p. 30)— Pacific scholarships (p. 37)— Youth Guarantee project/ Women in the trades (p. 43)— ALNACC roadshow and new workshops (p. 49-50)— Project exemplars (p. 31)
4	To be Tiriti o Waitangi-led and to champion Māori and Pacific Peoples and diversity while tackling systemic and unconscious bias.	<ul style="list-style-type: none">— MCCP (p. 29) and PCCP (p. 36)— PLD – Te Tiriti o Waitangi (p. 30)— ITP Māori learner project – Toi Ohomai (p. 31)— Project impact exemplars (p. 31)

Events and sector/ community engagement



Ako Aotearoa staff and project team members at the Central region Projects in Progress Colloquium, November 2019



Ako Aotearoa is a leading authority on, and peak body for, the whole of the tertiary sector

Ako Aotearoa has had a productive and successful year of tertiary-focused events. We were delighted to run the 'new format' National Tertiary Teaching Excellence Awards ceremony in October, support our Academy with their extremely popular Talking Teaching symposium in November (which attracted an unprecedented 300+ attendees), and to continue our sponsorships of other sector events including three by and for students (attracting a combined attendance of 500+ managers, educators, students and support staff).

**TTEA
social media
activity**

**8,465
views**

**262
likes**

**76
comments**

**20
shares**

National Tertiary Teaching Excellence Awards

Growing the Awards inclusivity and diversity

Following an independent review, the criteria for the 2019 Awards round were revised to be less prescriptive and to attract wider diversity in nominations. We received 32 nominations (10 more than 2018) and were delighted to see that Te Whare Wānanga o Awanuiārangi had success with their Kaupapa Māori category winner – Mera Penehira. A first for a Wānanga-based tertiary education organisation.

We changed the way we communicated around the event by announcing the finalists three weeks prior to the ceremony (previously under embargo until the night of the event). This move proved popular with the awardees, their institutions and the public.

The format of the ceremony at parliament also received a makeover. Moving to a less formal, more inclusive, yet still highly-celebratory afternoon event, the Grand Hall and adjacent Legislative Council Chambers provided great contrast in atmosphere. Bringing the student voice front and centre, the speeches from student representatives – Isabella Lenihan-Ikin and Ali Leota, both from Victoria University of Wellington and New Zealand Union of Students' Associations – were highlights. The entertainment, which included soul duo Siane and the Tokelauan Cultural Group from VUW, added to the festive atmosphere of a memorable afternoon.

A brand refresh for the Awards



Celebrating outstanding educational leadership



E whakanui ana i te ārahitanga mātauranga whakahirahira

We were proud to launch the new TTEA brand at the ceremony on 30 October. The logo is modernised to better reflect the TTEA's position as a prestigious awards programme in Aotearoa New Zealand. The dual lines inside the new logo's koru shape are reflective of the Kaupapa Māori principle 'Ako' and its reciprocal relationship between the educator and the learner. This also intentionally connects with the Ako Aotearoa brand.

The new strapline – celebrating outstanding educational leadership/E whakanui ana i te ārahitanga mātauranga whakahirahira – reflects Ako Aotearoa's drive to widen the inclusivity and diversity of these awards; acknowledging that educational leadership involves teaching and training wherever it occurs across Aotearoa's tertiary landscape.

Images, next page: Top: 2019 Tertiary Teaching Excellence Awardees with Hon Chris Hipkins, Minister of Education at the ceremony, October 2019.

Middle: Left – Tokelauan Cultural Group performing at the ceremony. Right – Mei Winitana, Ako Aotearoa Kaiwhakahaere Māori (Ngāti Ruapani ki Waikaremoana, Ngai Tūhoe, Ngāti Kahungunu, me Taranaki whānui ki Waiwhetu) welcomes guests to the formal part of the TTEA ceremony.

Bottom: Left – 2018 Prime Minister's Supreme Award recipient – Faumuina Associate Professor Fa'afetai Sopoaga – places the korowai "Rauaroha" on the shoulders of the 2019 Supreme Awardee – Andrew Eberhard. Right: Isabella Lenihan-Ikin (NZUSA and VUW Student Representative) speaks at the ceremony.



Talking Teaching symposium

Developed and run by the Ako Aotearoa Academy of Tertiary Teaching Excellence¹, with support from Ako Aotearoa and Unitec, the Talking Teaching event this year was an enormous success.

Held in Auckland for the first time, the event attracted more than 300 attendees to an action-packed programme brimming with 85 high quality presentations, workshops, pecha kucha and other interactive sessions on innovative teaching practice. The theme was 'Diverse learners: Inclusive teaching'.

Images this page, clockwise from top left: Project co-lead Liz Beddoe from University of Auckland, with Helen Lomax and Beatrice Dias from Ako Aotearoa launch the Social Work report at Talking Teaching; University of Auckland marae; Piripi Prendergast from Te Tapuae o Rēhua, presents on the team's project 'Hutia te Punga'; Ako Aotearoa Academy member and 2018 TTEA Supreme Award recipient, Faumuina Associate Professor Fa'afetai Sopoaga, delivers the opening keynote presentation."



Seventy-eight percent of delegates responding to our evaluation survey (27% response rate) rated the conference as 'useful/extremely useful'; 93% saying they 'learnt something useful for their teaching or employment'.

Respondents cited the following aspects of the symposium as most valuable:

- The opportunity to network with academics and teachers
- The variety of presentations (93% responded positively to this)
- Longer sessions
- Practical techniques and good ideas that could be used
- Keynote speakers – overall they were highly regarded.

Two Academy members - Dr Te Taka Keegan (University of Waikato) and Faumuina Associate Professor Fa'afetai Sopoaga (University of Otago), provided inspiring keynotes.

The Academy's experienced planning of the event showed, and its members' contribution to the programme was significant.

The symposium provided an excellent opportunity for Ako Aotearoa to celebrate the completion of an exemplar project "Enhancing the readiness to practise of newly qualified social workers" – presented by

"I came away with many practical ideas and have been recommending Talking Teaching to colleagues...Talking Teaching was fun, accessible, and offered practical ideas for teachers."

"Talking Teaching"
Delegate, 2019

¹ Members are all past Tertiary Teaching Excellence Awardees.

Ako Aotearoa's
Academy of Tertiary
Teaching Excellence

229
members

(all past National
TTEA recipients)

project co-lead Liz Beddoe, University of Auckland (read more about this project on page 43).

Project teams and Ako Aotearoa staff delivered a further eight topics throughout the programme, including:

- **Hīnātore: Upskilling Māori and Pacific Workplace learners** – Dr Nicky Murray and Anne Alkema, Industry Training Federation
- **Hutia te Punga – Increasing cultural competency for Māori student success in tertiary and apprenticeship completions** – Piripi Prendergast, Te Tapuae o Rēhua
- **Celebrating te Tiriti o Waitangi and the diversity of the tertiary education sector** – Dr Mei Winitana, Ako Aotearoa
- **E-assessments for learning** – Selena Chan, Ara Institute of Canterbury
- **Tapatoru: A professional standards framework for foundation education practitioners** – Graeme Smith, Ako Aotearoa
- **The role of Youth Guarantee in young peoples' transitions** – Adelaide Reid, The Collaborative Trust
- **What are you doing in your education space to bridge the divide for Māori-medium learners?** – Maria Ngawati, Toi Ohomai.

Delegate feedback on most valuable part of the Talking Teaching symposium:

“Maybe repeat some sessions. It was very hard to choose, a good thing, but may have missed some very useful sessions.”

“Hearing about actual solutions and innovations in use by educators (applied practice).”

Sector events supported in 2019

This year, we focused our external sponsorships on a few wide-reaching national events that attracted more than 500 delegates between them:

- ACE Aotearoa annual conference and awards, Christchurch
- Independent Tertiary Education NZ conference and awards, hosted by AUT University, Auckland.
- Association of Pasifika Staff in Tertiary Education hosted by Unitec
- Te Toi Taura mō te Matariki hosted by Manukau Institute of Technology
- NZ Vocational Education and Training Research Forum, Wellington

We also strengthened our support for student-led events through the following three forums and contributed sessions to the programmes at each event:

- Te Huinga Taura by Te Mana Ākonga in August
- Pasifika Student Fono led by NZUSA (back after an 8-year break) – both of these events were hosted by student representative groups based at University of Otago, Dunedin.
- ITP Learner Summit in April, Wellington.



Top left – Ako Aotearoa Director Helen Lomax presenting the Tangata Tiriti Educator of the Year award to Margaret Chittenden at the ACE Aotearoa Annual Conference in June. Top right – An interactive session with Ako Aotearoa's John Milne at the ITP Learner Rep Summit in April. Middle: members of the Association of Pasifika Staff in Tertiary Education at their annual conference. Māori Learner representatives gathered in Dunedin for the Te Huinga Taurira o Te Mana Ākonga.

Other key channels of engagement

Total engagement across our social media platforms



1723
fans

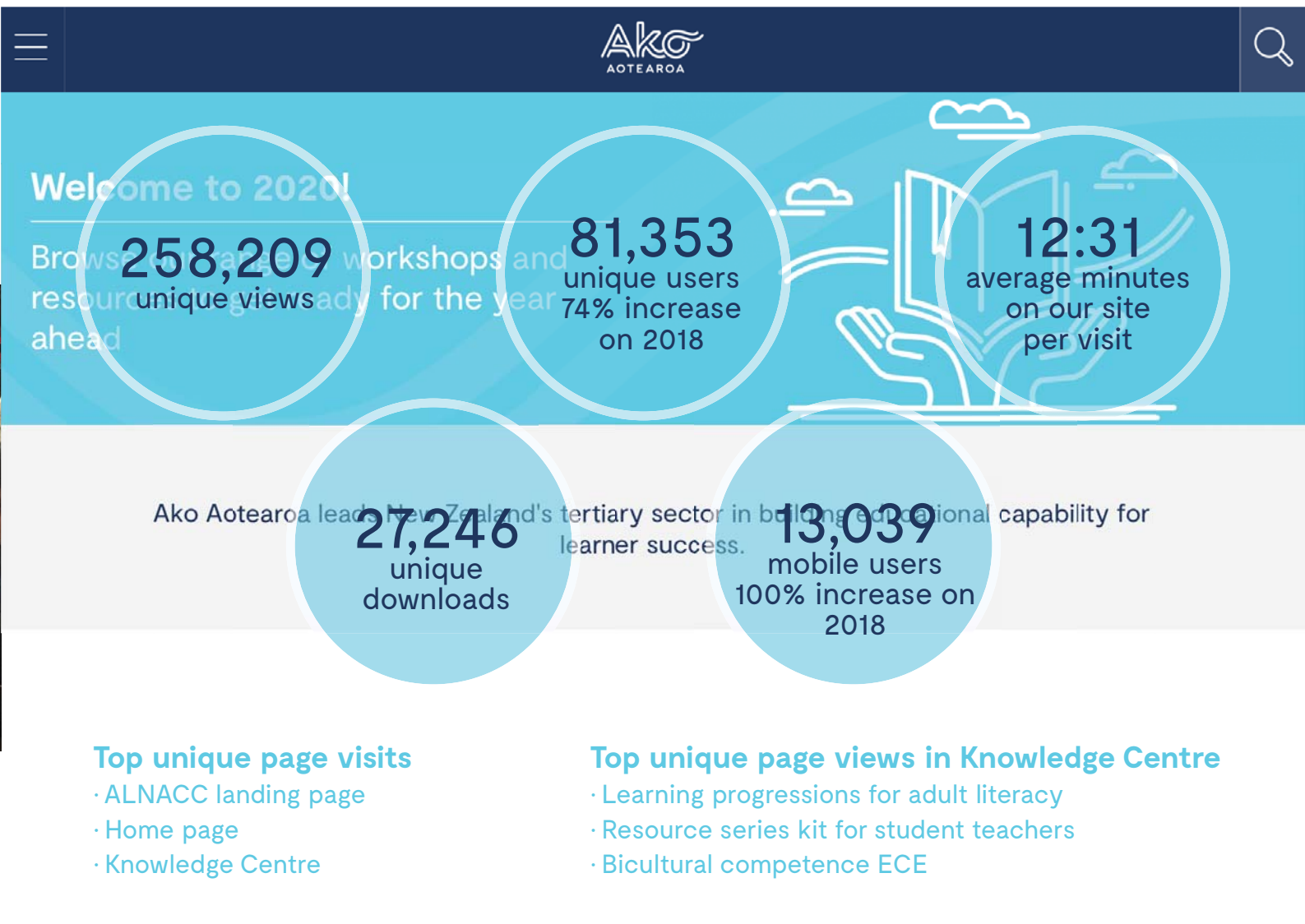


360
posts



3464
engagements

Ako Aotearoa website



Professional standards

Professional standards for Tertiary Teachers: A Synthesis of recent work and initiatives

Report prepared for Ako Aotearoa by Gordon Suddaby



Māramatanga

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

Ako
AOTEAROA



Establishing a professional standards framework for tertiary teachers in Aotearoa New Zealand

Launch of our Professional Standards report

In February, we released the “Professional standards for Tertiary Teachers: A Synthesis of recent work and initiatives”, prepared by Gordon Suddaby.

It was presented at three events where more than 40 participants from the university and ITP/polytechnic sectors explored key points of professional standards frameworks and how to use them.

Participants debated issues of good teaching practice and how professional teaching frameworks may or may not enable good teaching. Many teachers at these events concluded that professional standards frameworks can help teachers plan their professional development and help to recognise their impact as teachers.

Review of HEA Fellowship Guidelines for NZ Applicants

Ako Aotearoa and AdvanceHE, from the United Kingdom, share a Memorandum of Understanding to collaborate on the Global Fellowship and Professional Standards. The collaboration has a focus on partnering to align the Professional Standards Framework with the Aotearoa context, growing Global Fellowship and Accreditation in New Zealand and to collaborate on strategic events and activities on teaching and learning.

Part of this collaboration was to review a guide for educators who apply for the HEA Fellowship and add details of an Aotearoa context. A working group reviewed the guide and added some context that will help applicants identify how to demonstrate engagement with the Professional Standards Framework. For example, they added more detail about the bicultural nature of Aotearoa and how this influences teaching and learning.

The working group identified further work that is required such as training for assessors on the cultural aspects of Aotearoa education and recommended a localised professional standards framework.

AdvanceHE - Ako Aotearoa collaboration

A Higher Education Academy Fellowship forum ran at Unitec in November. Supported by Ako Aotearoa, Professor Abby Cathcart (pictured presenting below) from Queensland University of Technology led the forum that provided a sharing of what works in the Aotearoa context around quality teaching. Those attending discussed the professional standards framework to feed ideas into the 2021 refresh of the framework. The forum was aligned with the Academy's Talking Teaching Symposium (more on page 16).





Introducing digital badging

Throughout 2019 our Adult Literacy, Numeracy and Cultural Capability (ALNACC) team ran pilots on badges to recognise learning. After several iterations, a badge system was devised based on the Badgr tool. This has been successfully introduced for the ALNACC workshops and educators have been awarded digital badges.

Badges provide learners with recognition of their learning and so document their professional practice. A key benefit to educators is the flexibility of the system; badges can be provided independent of the mode of course or the technology used to facilitate the learning. This enables individuals to tailor their professional learning and has enormous potential for supporting specific professional knowledge required in distinct areas of practice.

While the initiative is in its early stages, we are excited by the response from educators, with 45 badges awarded so far. Key to the success of our digital badging is organisational buy-in and we will continue to promote it widely. We will also collect information on educators' badge experiences. This will help to refine the process and reinforce the value that badges provide.

Professional learning and development



Participants at the ALNACC roadshow in Wellington work through an activity with facilitator Annette van Lamoen (standing, left).



Innovative Professional Learning and Development (PLD) Programmes and Opportunities

Our PLD programme delivered a total of 53 workshops or courses to 759 participants. Ninety-four per cent of survey respondents (based on 63% survey response rate) rated the quality of our workshops as 'high to very high' and 87.8% rated them 'valuable to very valuable'. Around 50% of the overall workshops were held in-house with a range of organisations (26 in-house workshops delivered to 381 participants). The online delivery of our workshops continued to grow – seven workshops delivered to 77 attendees – with planning underway for further topics in 2020.

94%

respondents rated the quality of our PLD workshops as 'high to very high'.

87.8%

respondents rated our workshops 'valuable to very valuable'.

(64% response rate of our workshop evaluation surveys)

New workshops in 2019

Our new workshops on priority areas received strong interest:

- **Te Tiriti o Waitangi – a visual history**, two workshops developed by Dr Joe Te Rito and Dr Mei Winitana (for Māori – Tangata whenua and non-Māori – Tangata Tiriti), (more information on page 30)
- **Achieving student success | Unpacking a Pasifika resource kit**, developed/facilitated by Pauline Luafutu-Simpson and Sam Uta'i (more information on page 37)

A further 12 new workshops were developed as part of our Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme (more information on page 50).

Delivering professional learning online

Our drive to make PLD more accessible continued through 2019 with the introduction of the following online PLD:

- **ePosts online - Enhancing tertiary learning and teaching through technology**, developed/facilitated by Ruth Boal
- **Effective assessment online: Assessment Design**, developed/facilitated by John Delany
- **What are we going to learn? Writing SMART learning outcomes**, developed/facilitated by Julia Bruce-Mayne
- **Who's got the map? Planning student-centred learning sessions**, developed/facilitated by Julia Bruce-Mayne

Seven online sessions were delivered to 77 participants; 59 of those attended four ePosts online workshops.



The strength of in-house PLD

Organisational feedback on our *kia eke ki te taumata* workshop facilitated by Tama Kirikiri (standing, image above).

“Tama created a safe learning environment that stimulated participation and reflection.

The advantage of having this delivered in-house for our team was great, especially as we were able to coincide this with having the team together in one place. As a group of educators from mixed teaching and coaching backgrounds, my team already had awareness of impacts on our learners from life pressures, but each person took away new or enhanced understanding to use in their work. Tama guided us on a journey of growth and planted seeds which will continue to develop over time. Our consideration of the whole person and their cultural identity has been enhanced by this experience.

He [Tama] removed some of the fog to help clear our understanding of how our Māori learners might view the world and showed us how we might improve our communication and connection with our learners to improve their experience working with us.”

Staff developer from an industry training organisation,
April 2019

Feedback acknowledged the need to “*be more aware of building relationships in the beginning – making time to understand more about the individuals*” and to “*find out all I can about our Māori learners to engage them, give them plenty of time and choices how to do their study and also learn from them*”.

PLD opportunities with international visitors

Ako Aotearoa hosted free online seminars and public presentations with three visiting educationalists during the year:



- Professor Airini (Dean at the Faculty of Education and Social Work, Thompson Rivers University (TRU), Canada)

“Knowledge Makers: Collaborative teaching for success as indigenous researchers”

Profiling *Knowledge Makers*, the presentation describes collaborative teaching approaches and outcomes developed at TRU. Specifically, it explored three themes for collaborative teaching practice that serve Indigenous student researchers and described some of those practices.



- Paul Blackmore (Professor of Higher Education at the Policy Institute, King's College London)

“The excellent and inclusive university” – exploring many universities that strive for global excellence whilst also wishing to be inclusive, and the related tensions; acknowledging that unless institutions work in ways that meet both aims, they will probably achieve one or neither.



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

- Professor Laura Czerniewicz (Director, Centre for Innovation in Learning and Teaching (CILT), University of Cape Town, South Africa)

“The unbundled university” a public seminar hosted by Flexible Learning NZ

Topics were: the intersection of increasingly disaggregated curricula and services, the affordances of digital technologies, the growing marketisation of the higher education sector and the deep inequalities which characterise both the sector and the contexts in which they are located.

Supporting Māori success



National Tertiary Teaching Excellence Awards 2019. First wānanga awardee - Dr Mera Penehira (Ngāti Raukawa, Rangitāne), Ahorangi Tuarua/Associate Professor, School of Indigenous Graduate Studies, Te Whare Wānanga o Awanuiāraangi.



Supporting Māori success

Achieving equity and success for Māori in tertiary education

With the focus still on the Kaupapa Māori principles of Ako, Manaakitanga, Rangatiratanga and Whanaungatanga, the original four modules have been divided into 14 smaller modules as we refine our online Māori Cultural Capability pathway (MCCP) resource for tertiary educators.

Visitors to the MCCP space on Pathways Awarua will find deeper insights into Māori philosophies, values and practices and more interactive activities including linked videos and directed readings. Users can undertake the modules individually, informally and formatively with many of the activities being self-marking. We also offer in-house workshops for greater engagement and reflection with facilitated support. Another addition is the awarding of digital badges upon successful completion.

MCCP user analysis is featured on page 30. Some of their feedback is featured below:

“The activities I found helpful to my teaching practice are reading the short narratives for new knowledge, and watching and interacting with the audio and video clips”

“Great tool - would like it to become a compulsory training requirement for tertiary educators”

“I’d like to see this module included in NZCALNE programmes, in Cert Adult Teaching Programmes, and in PD training for new teachers especially teachers from overseas”

“Enjoyed doing this with colleagues and reflecting on practice”

“I find this resource easy to go through at my own pace and I re-iterate my learning through personal reflection.”

“There are some very powerful things to unpack in this module. I particularly enjoyed the TedX talk by Tame Iti. This kind of historical background and experience is something I would like to see included in ALL secondary and tertiary learning. I LOVE the way in which challenge is welcomed because we are equal. I will remember kanohi ki te kanohi, tangata ki te tangata. So powerfully demonstrated with his ladder! I loved it!”

National award success for Wānanga staff

In late October, Ako Aotearoa celebrated the first successful nominee from the Wānanga sector to gain a national Tertiary Teaching Excellence Award for sustained teaching excellence; a result of the criteria changes implemented this year.

Of Ngāti Raukawa/Rangitāne descent, Dr Mera Penehira, Ahorangi Tuarua in the School of Indigenous Graduate Studies at Te Whare Wānanga o Awanuiārangi, gained the award in the Kaupapa Māori Category. Dr Penehira, who is a strong advocate of Kaupapa Māori, says, “Kaupapa Māori is simply about being Māori ... and the values we hold on to as Māori within whānau, hapū and iwi.”

She joins the 220+ strong Academy of Tertiary Teaching Excellence with more than 20 other Māori women and men. (See page 13 for more information about the TTEAs)

Tūwharetoa ‘Iwi credentials’ project a first in Aotearoa

Much discussion and planning in 2019 has realised the ‘Ngā Tohu Iti a Tūwharetoa/’Tūwharetoa iwi credentials’ as an Ako Aotearoa partnership-funded project to get underway in 2020. Aimed at conferring skills and knowledge badges that are uniquely Tūwharetoa (a Māori tribe in the central North Island), these micro-credentials and subsequent professional learning programme are aimed at developing the cultural competency of educators within the Tūwharetoa tribal region.

This project is potentially ground-breaking, as there is little evidence of any other Māori tribe or Indigenous People exploring micro-credentials in the cultural arena of indigenous knowledge and skills for educators.

New Te Tiriti o Waitangi professional development opportunities

To complement our successful Kia Eke Ki te Taumata PLD workshop, we developed an entry-level introduction to Te Tiriti o Waitangi that dovetails with the government’s strengthened commitment in this area. Taking a fresh approach to the topic, we based the workshop around the newly-released bilingual, illustrated overview of Te Tiriti o Waitangi by Toby Morris with Ross Calman, Mark Derby and Piripi Walker.

The workshop has been developed to run as two streams: one for Tangata Whenua (Māori) and the other for Tangata Tiriti (non-Māori). Two pilot workshops for Tangata Tiriti (non-Māori) were run in November 2019 with feedback guiding changes for delivery of seven workshops in 2020.

Exemplar projects

Building skills for young Māori to complete education and transition into the workplace – Ako Aotearoa and a collaboration of Primary ITO, Aspire 2 Group, Ngāi Tūhoe Iwi and Competenz

This current two-year project aims to provide young unemployed Māori and school leavers with the skills, education and qualifications to enable them to move into employment. The purpose-built education programme will be based on a holistic Kaupapa Māori approach using technology innovatively to bring the training to the community - using community resources (marae, environment and mentors) to provide a safe and familiar environment conducive to learning.

Teacher feedback –

“As a Māori student, what it took for me to get through first and foremost was the tutors, the tutors have wairua. And that was one of the most important things to me.”

Comment from Advisory group member

How ITP/Polytechnic teachers can create better graduate outcomes for Māori learners – Ako Aotearoa and Toi Ohomai

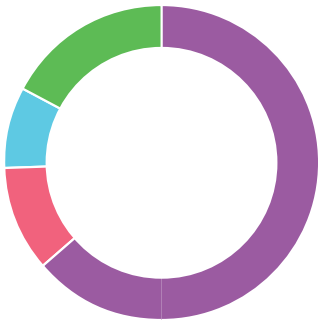
A unique approach to exploring the question “How can teachers in the ITP environment create better learning outcomes for Māori students?” that employs nine graduate taura of the high-performing Cert4fitness course at Toi Ohomai to lead the work. Creating a framework for success and focus groups for guiding the current cohort, the stories provide a powerful framework to develop a purpose-built education programme based on a holistic Kaupapa Māori approach.



Stats on people engaging with MCCP modules

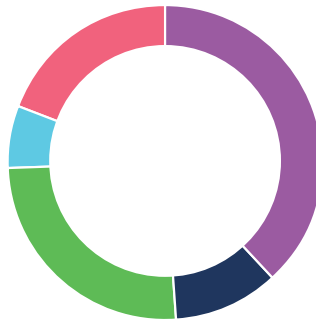


Ethnicity



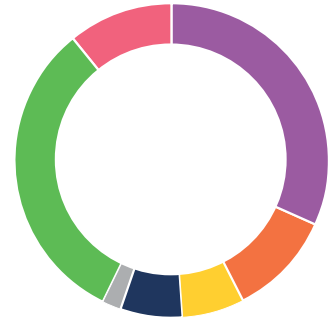
- NZ Pākehā
- Māori
- Pacific
- Other ethnic groups

Educational Sectors



- Foundation & Vocational
- Government Depts and other
- Secondary Schools
- Early childhood
- University

Roles



- Managers, Advisers, Coordinators
- Educators, Kaiako, Tutors
- Consultants, Designers, Writers
- Other
- Researchers, Trainers
- Adult Learners
- Administrators



Te Tiriti o Waitangi new workshops for Ako Aotearoa, inspired by new publication by Toby Morris et al.

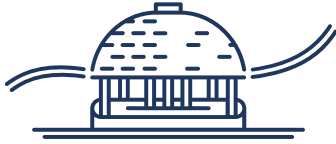
“Favourite was the resource – really helped to understand the history pre and post colonisation and the full story”.
Feedback from workshop participant.

More info – see page 28

Supporting Pacific success



Gathered for the Pacific Tertiary Education Forum in 2018 hosted by Ako Aotearoa and APSTE at Victoria University of Wellington. From left: Tofilau Nina Kirifi-Alai, University of Otago; Hon Luamanuvao Dame Winnie Laban, Victoria University of Wellington; Associate Minister of Education Hon Jenny Salesa; Lesieli Tongati'o, Massey University and Ako Aotearoa Director, Helen Lomax.



Supporting Pacific Peoples' needs and advancement to achieve

In 2019, Ako Aotearoa's small but agile Pacific team embarked on developing a collaborative community development programme to listen to community voices about their Professional Learning and Development needs for each specific region.

Connecting people and communities

The team have worked hard to connect with and help establish Communities of Learning involving 800 people across Northland, 2 in Auckland, Gisborne, Wellington, Taranaki, Hamilton, Christchurch and Dunedin. This provides a great opportunity for Ako Aotearoa to better understand the professional learning and development needs of Pacific staff in tertiary institutions throughout New Zealand. It also places the ownership of this work with the communities; for them to work collaboratively and drive the programme locally.

As a pilot for this work, we delivered the Pacific Cultural Centredness Pathways across Northland (detailed below), where services like Literacy Aotearoa, Solomon Group, The Fono, Pacific health service and community leaders embraced the idea of coming together to receive the professional learning and development.



Digital badging

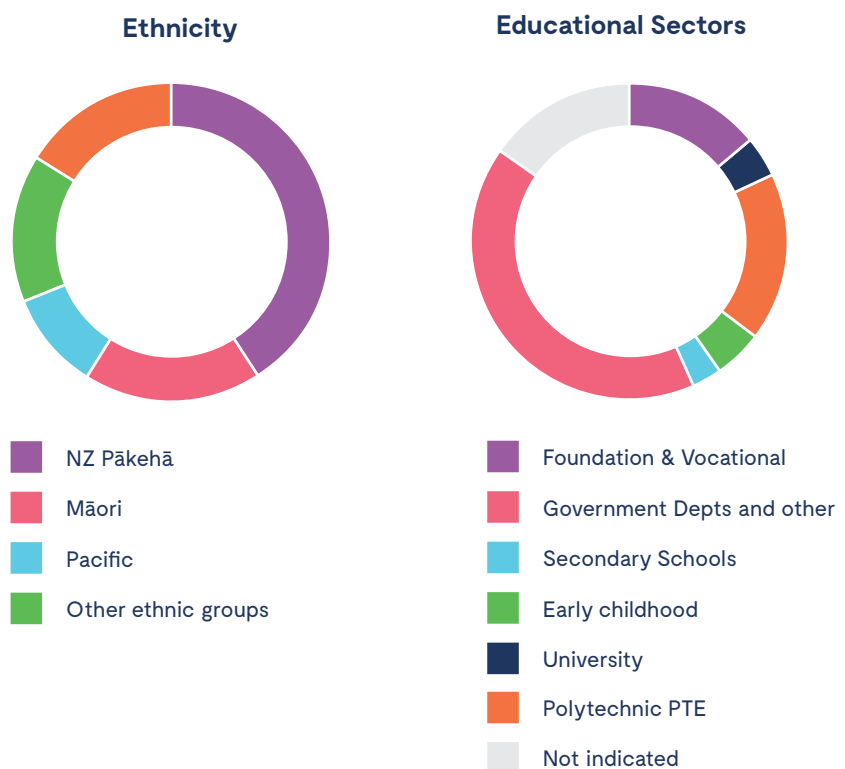
Ako Aotearoa's work this year on Digital Badging (read more on pages 23 and 51) attracted a lot of interest from Pacific peoples working in the literacy and numeracy space. This is a valuable way that adult Pacific learners can have their lifelong skills and prior learning recognised. The digital badges contribute to the micro-credentialing that enables Pacific learners to efficiently progress through their qualification and career pathways with confidence.

We are also excited about developing a Tapatolu framework for Pacific learners (to be adapted from the existing Tapatoru foundation level professional standards framework featured on page 51), for the purpose of assessment and quality assurance. This is a purposeful strategy to make sure that Pacific ways of doing are included in the quality assurance outcomes that are being sought.

Pacific Cultural Centredness Pathways

The PCCP online tool was developed to provide a friendly, interactive way for people supporting Pacific staff and learners to find out more about seven of the Pacific cultures; to build greater understanding of each Pacific Islands' specific values and principles of teaching and learning.

Since its launch in 2018, the tool (hosted on the Pathways Awarua website) has attracted 276 enrolments, with Pākehā being 41% of those enrolments (114). Types of providers varied widely – from ECE, primary, secondary and PTE through to Polytechnic, university and vocational. However, government departments represented the largest group to enrol, at 92 registrations.



This year, our Pacific facilitators Pale Sauni and Saylene Ulberg also delivered face to face workshops on the topic with 91 people from organisations across Northland. The participant feedback below is indicative of the overall response:

Participant feedback:

“Wanted you to know that the two presenters/facilitators on Fri July 5th at Solomon Group/Aspire2 Wiri Campus were fantastic. Both very engaging, and they knew how to open our minds towards truly reaching Pasifika people. Loved the humour they brought too, and I could tell that one in particular spoke from life experience ... and when I see this depth behind any kōrero – I am fully engaged 😊”

“Would recommend them and definitely fully support further training.”

New PLD workshop - Unpacking a Pasifika Resource Kit

Developed from the findings of our co-funded and highly-collaborative project “Enhancing Pasifika Success in Canterbury Tertiary Institutions” led by Pauline Luafutu-Simpson, this new face-to-face workshop was delivered six times in 2019, to a total of 76 people, both inhouse and public. It achieved 100% for its ‘high/very high quality’ and ‘valuable/very valuable’ ratings (survey respondents = 92% of attendees). See also the comments from attendees at the June in-house workshop in Hamilton.

What participants found most beneficial to their workshop experience:

“Great at raising awareness of Pasifika experiences, especially around migrants. Love the turtle - lots of excellent ideas for us to take away.”

“The clear and useful handouts with specific strategies. easy to take back and implement.”

“Understanding cultural responsibilities and priorities that are specific to Pasifika learners and how best to support them.”

Hamilton, June 2019

Pacific PD Scholarship 2019 recipients

This year’s awardees were Dr Malama Tafuna’i (left) from University of Otago, and Naomi Tabua Vuataki (right, with family) from Wintec.



Congratulations to both recipients, we look forward to hearing more about their experiences of their scholarship activities. We will also review with the Ako Aotearoa Pacific People's Caucus the ways we can support even more leadership development opportunities for Pacific Peoples of Aotearoa.

Pacific tertiary events

APSTE Fono

'Re-navigating the changing seas' was the theme at this year's fono for The Association of Pasifika Staff in Tertiary Education (APSTE) held at Unitec in October and sponsored by Ako Aotearoa. Our Pacific Cultural Leader, Pale Sauni, and Pacific Advisor, Saylene Ulberg joined more than 60 attendees and presented a plenary session on a broad range of work Ako Aotearoa are doing with Pacific communities.

"The event provided an opportunity to take stock in what is recognised as 'an unprecedented moment in history where change is all around us,' and help strengthen Pacific staff to 'build courage to think outside of their roles and look at ways in how they can contribute to the bigger picture.'" (Tapu Vea, for the organising committee).

Pasifika Students Fono

Back after an eight-year break, Ali Leota (Pasifika Advisor at NZUSA) led the return of an important fono that aims to build the network of Pasifika student representatives supporting Pacific learners across Aotearoa New Zealand. More than 40 attended, and our Sector Services Manager from the Southern Hub, Jennifer Leahy, discussed how Ako Aotearoa values the student voice and wants to build strong connections with these representatives.

A highlight was the joint dinner with members from Te Mana Ākonga, the Māori Students' Association.

Pacific student voice at our Tertiary Teaching Excellence Awards

The second student representative to speak at our Awards ceremony this year (see page 38), Ali Leota described what excellent teaching means from a Pacific learner perspective. Ali, who is Pasifika student liaison for NZUSA and member of the Ako Aotearoa Pacific Peoples' Caucus, told the tertiary teachers, leaders of tertiary providers, government agencies and reps, and fellow student reps, how important authenticity is; the sharing of authentic self, and the connection between excellent teaching and humility that resonated with Pacific learners.

“I reflect on my experience and the shared stories from fellow students, and the common theme that keeps appearing is that excellent teaching is having humility. It is a commitment to an ongoing relationship and partnership with learners to help bring the best out of each other. We don’t want you to just share knowledge, we want you to share your authentic selves.”

(Excerpt from speech delivered by Ali Leota at the TTEA ceremony, 30 October 2019).



Pasifika Student Fono 2019



Knowledge-based funding



Launch of the 'Women in the Trades' project at the New Zealand Vocational Education and Training Research Forum in Wellington in mid-October. Front row: Women in the Trades research consortia members with Hon Julie Anne Genter, Minister for Women (front left) and Beatrice Dias, Ako Aotearoa Project Funds Manager (front far right). See page 43 for all launched national projects in 2019. (Image supplied by BCITO).



Knowledge-based funding

Enhancing the effectiveness of our knowledge base

Project summary for 2019 – national and regional projects

3 new projects
in 2019 = \$133k

3 projects funded in 2019 – \$133k in the areas of law, youth employability and kaupapa Māori secondary-tertiary pathways



19 completed
projects = \$840k
(Ako Aotearoa commitment)



38 ongoing
projects = \$1.75m
(Ako Aotearoa commitment)



4 national projects
launched in 2019

National level projects launched – youth guarantee, women in trades, social work and vocational e-assessments



3 regional
colloquia

27 national and regional project teams and invited guests

Changes to our funding in 2019

Ako Aotearoa's Project Funding underwent several changes in 2019 with the aim to increase the level of participation from under-represented parts of the tertiary education sector and to support projects that strategically aligned to priority areas for New Zealand and to Ako Aotearoa.

Accordingly, in 2019 Ako Aotearoa operated only one fund, at three levels:

- 15–50K
- 51–100K
- 101–150K.

The duration of each successful project is expected to be within the range of 1.5 to 2.5 years.

Later in the year Ako Aotearoa reassessed project funding activities for 2020, which resulted in the cancellation of the second funding round for 2019. Focus is on completion of the current highly diverse range of projects and maximising their impact.

New projects funded in 2019

In May 2019, Ako Aotearoa conducted its first funding round under the three-level funding model, and funded the following projects to the value of \$133,000 (Ako Aotearoa contribution):

- **The making of lawyers** (Phase 6) – Lynne Taylor (University of Canterbury)
- **Supporting young learners through stakeholder collaboration: Designing intervention strategies for youth employability and learning success** – Tracey Shepherd (REAP Wairarapa)
- **Huakina ngā tatau o tōku whare: Creating a Kaupapa Māori secondary-tertiary pathway for Māori-medium students** – Maria Ngawati (Toi Ohomai)

Please see Appendix A for the full list of Ako Aotearoa new and completed projects in 2019. See also Appendix B for the complete list of ongoing multi-year projects co-funded by Ako Aotearoa.



Projects in Progress – our regional colloquia

Our project colloquia took a different form this year; we ran three regional events featuring a total of 27 current national and regional projects across our three regions: Northern, Central and Southern (pictured above). There was excellent cross-sector representation in the project teams (from regional education and activities programme providers to universities).

We showcased several completed projects in the programmes and, to raise awareness of this work, we were delighted to host invited guests at each event from government agencies, our Caucus groups, recent members of Hub Advisory Groups, local Tertiary Teaching Excellence Awards recipients and local businesses.

National completed projects launched in 2019

Youth Guarantee Profiles and Pathways – led by Doug Reid, Community Colleges New Zealand

Launched at Independent Tertiary Education New Zealand's annual conference in September, this four-year project explored the experiences of young people on Youth Guarantee Fees-Free training programmes and their education providers, for the purpose of improving educational provision and learner outcomes. While young participants gave the scheme the 'thumbs up', the findings highlight the need for future policy to be better aligned with processes.

Guidelines for developing and using e-assessments with vocational learners – led by Selena Chan, Ara Institute of Technology

Launched at the New Zealand Vocational Education and Training Research Forum in October, this project's primary aim was to develop guidelines for the effective implementation of e-assessments through innovative e-assessment approaches. E-assessments for learning were designed to support level 3 to 5 learners in a variety of disciplines including; aeronautics engineering, automotive, carpentry, cookery, outdoor education and quantity surveying.

Women in the Trades – led by Mark Williams, Building and Construction Industry Training Organisation

The NZVETRF also provided the optimum platform to launch this collaborative project. The research identified four factors that influence workplace training success for women and the five main barriers; and what employers can do to attract more women into the trades. The comprehensive set of resources will assist workplace employers to 'tap into 100% of the talent pool'.

Enhancing the readiness to practise of newly qualified social workers – Co-led by Neil Ballantyne, Open Polytechnic and Liz Beddoe, University of Auckland.

The key outcome from this 3-year project is a Professional Capabilities Framework for the New Zealand bicultural context. The evidence-based and industry-agreed framework aims to provide a clearer pathway of support for social workers before and after the point of qualification, strengthening newly qualified social worker's preparedness to practise.

National completed projects – outputs

Women in the Trades



E-assessments, Youth Guarantee, Social Work



Impact feature – examples from successful co-funded projects

Ako Aotearoa is the only research funder in New Zealand that has consistently evaluated project impact since 2012. Project impact is analysed using Ako Aotearoa's Impact Evaluation Framework and therefore focuses on the four key dimensions of reach, and impact on learners, practitioners and project teams.

For continuous improvement, new changes are being brought in to evaluate the impact on a broader spectrum of learner benefits (economic, educational, social, cultural and environmental) and on the external environment. An impact tracking software system has been commissioned to enable formative evaluation, better tracking and quantification. This is being piloted with selected projects and evaluated before rolling out across the consolidated project fund.

Two exemplars of our co-funding approach to projects are shown below:

Ako Whakaruruhau – Implementing and evaluating good practice for Māori trade training (2016) Ako Aotearoa/Partner contribution-\$150,000/\$150,000 – Te Tapuae o Rēhua

Ako Whakaruruhau is both the practical and theoretical model informing the practice of the Māori apprentice mentors of the Toki ki te Mahi Apprenticeship Training Trust (the Trust). The model was developed by the Trust and Hawkins Construction through an Ako Aotearoa co-funded project that implemented the existing model Te Ako Tiketike – Māori as successful workplace learners. The work resulted in a comprehensive range of resources for mentors and managers in the Trust.

The Agriculture and Economic Research Unit of the Lincoln University estimated at 30 June 2017 that the total net value of the potential economic benefits to learners and the community gained through the Trust via its Whānau Ora-centred apprenticeship to be over \$5,500,000 (Dalziel et al, 2017).

<https://ako.ac.nz/knowledge-centre/supporting-maori-apprenticeship-success/>

A sample of outputs from this project are shown on page 47.

Enabling students to become life-ready, study-ready, work-ready in Tai Tokerau, Northland (2017) Ako Aotearoa/
Partner contribution \$10,000/\$15,000 – Te Matarau Education Trust and NorthTec

This project designed regional solutions to address barriers to taura (learners) completing their study and moving into mahi (work).

Some of the achievements include:

- A Regional Investment plan for Northland was started through TEC and MoE
- Co-leading a series of workshops with MoE, high schools, industry and other providers to increase numbers of high school students from Tai Tokerau going on to tertiary education (the last workshop had 60 attendees)
- A taskforce has been formed to increase numbers and achievement of L4 in Tai Tokerau
- NorthTec students are “satisfied to very satisfied” with the support provided to develop Literacy and Numeracy Skills.

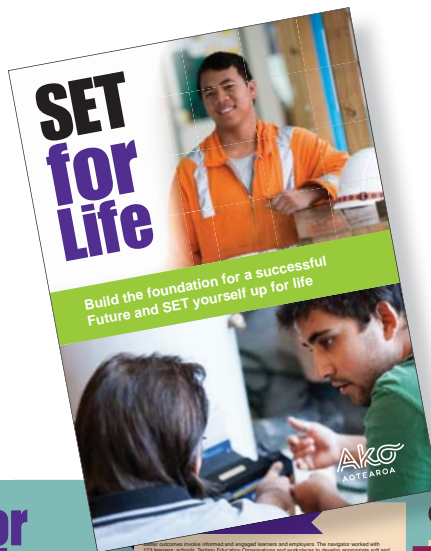
NorthTec learners have engaged well with the literacy and numeracy diagnostic tool, with 97 per cent of them completing initial assessments (two per cent above the 2019 TEC target), 13 per cent of learners making significant gains in reading (an increase of 2 per cent on 2016) and 15 per cent making significant gains in numeracy (an increase of 3 per cent on 2016).

Lifting literacy and numeracy skills of students and staff continues to be a priority for NorthTec. Other benefits include:

- A further 16 students (in 2017) awarded the National Certificate in Adult Literacy and Numeracy Education (NCALNE) qualification (online with seven face-to-face learning opportunities across all campuses).
- Improved staff capability for administering/analysing the literacy and numeracy diagnostic tool, embedding appropriate levels of literacy and numeracy skills into their work, and aligning their teaching to the relevant levels of the Adult Learning Progressions.
- Literacy and numeracy are now embedded into all Level 2 programmes (plus working to ensure embedded practice of literacy and numeracy is “business as usual” at Level 3).
- Learners set the goals for individual learning plans at Steps 1 and 2 of the Adult Learning Progressions.
- Learners use the Pathways Awarua resource in their self-directed learning time.
- From 2018, North Tec Adult Literacy and Numeracy Education and Adult Tertiary qualifications offered through e-Campus.
- These programmes continue to be a priority for professional development for all tutors teaching at Levels 2 and 3 at NorthTec.
- Supported student representative sits on NorthTec Council.

<https://ako.ac.nz/knowledge-centre/enabling-students-in-northland/>

Impact feature – examples of outputs



SET for Life

Introduction

Skills was a joint project led by The Skills Organisation and the Tertiary Education Commission (TEC), AOD Auckland, The Primary Industry Training Organisation (PITO), Te Mātauranga Māori, Auckland, Tertiary Education Commission and employers to develop appropriate and technical skills in learners. The intention was that they are informed and engaged employees but the focus was on the need of employers to identify and understand the value of the work available. Skills was developed to help employers identify and understand the value of the work available and to help them identify and understand the value of the work available.

World of Learning

World of Learning is a system built for a lifelong learner. It is a system that provides a framework for employers to identify and understand the value of the work available. It is a system that provides a framework for employers to identify and understand the value of the work available.

Challenges

Employer Challenge: The development of world class production learning relations have often not sufficiently heard the employer voice and this has led to a skills mismatch between skills supplied and those required in the workplace and by learners to achieve sustainable employment and a successful career.

A system build for a Lifelong learner

World of Learning: A system built for a lifelong learner. It is a system that provides a framework for employers to identify and understand the value of the work available. It is a system that provides a framework for employers to identify and understand the value of the work available.

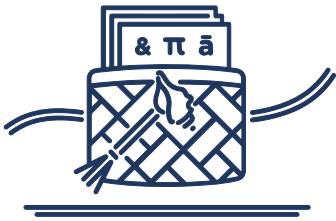
Conclusion

The end of not having a system across the transition space will increase the number of people not meeting their full potential. The Set for Life project enabled the employer's voice to be heard and the system to be developed. It is a system that provides a framework for employers to identify and understand the value of the work available.

Adult literacy, numeracy and cultural capability



ALNACC facilitator – Damon Whitten – delivering a numeracy workshop at the ALNACC Roadshow in Wellington, March 2019.



A new model for Adult Literacy, Numeracy and Cultural Capability (ALNACC) in Aotearoa

ALNACC roadshow kick starts the year

Our ALNACC Roadshow in March attracted 152 people around the country. The 'taster' sessions included workshops and networking functions in four locations, with an additional three sessions delivered by video conference to increase access for those outside the central locations. Attendees were keen to find out about the new Tapatoru Foundation Professional Standards Framework and wider professional learning offerings; numerous requests for in-house professional learning and development followed.

Feedback from attendees was very positive – they commented that the workshops were 'beautifully presented' with 'fantastic activities' and 'excellent resource sharing'. Attendees also appreciated the 'very knowledgeable presenters' and the 'well-prepared presentations', as well as 'interaction with others who work in the same field' and the 'sharing of ideas'.

Below –
Participants at our ALNACC Roadshow workshops in Wellington and Auckland. Ako Aotearoa facilitators – top right: Graeme Smith, Pale Sauni and Damon Whitten; bottom left: Benita Tahuri.



ALNACC
2019 activities:

25
workshops

340
attendees

72 - In-house
25 - Public
91 - Fees-free
152 - Roadshow

Programme of professional learning and development (PLD) developed and delivered

Twelve PLD courses were developed this year, offering participants a blended approach with face-to-face and online workshops followed by a facilitated online course with self-directed activities (usually requiring 1-2 hours of work per week over a four-week period). See Appendix A for the full list.

Six in-house courses were delivered² – at ATC TrainMe, Multicultural Learning and Support Services, Matapuna Training Centre, Literacy Aotearoa, Upskills and Otago Polytechnic – to a total of 72 attendees.

Twenty-five people attended the four public PLD courses on the Literacy and Numeracy for Adults Assessment Tool, workplace literacy and numeracy, and enhancing Māori cultural capability. See participant feedback below:

“Energising, fabulous, wonderful to have facilitators face-to-face, absolutely recommend it to all!!!!!! Great work Ako Aotearoa and NZCER.” (LNAAT workshop, 9 August)

“This is insanely good!!!!!! I’m engrossed, loving the gold you are sharing! I’m going to watch twice and write notes and ideas.”

“Excellent training, perfectly paced, good length and very well organised. Kudos all round. Highly recommended.” (Workplace literacy and numeracy workshop, 6 September)

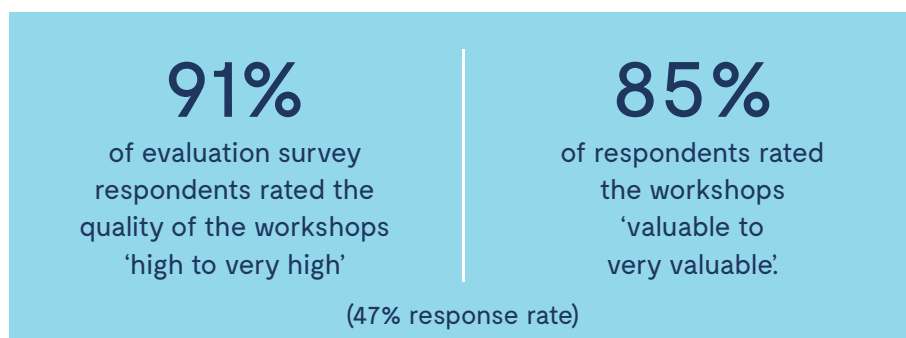
Four fees-free workshops were delivered to a total of 91 attendees at the Solomon Group and Te Whare Wānanga o Awanuiārangi on Pacific and Māori cultural capability. These workshops formed part of our Tapatoru projects. Participant feedback below:

“Both [facilitators] very engaging, and they knew how to open our minds towards truly reaching Pasifika people.” (Pacific Cultural Centredness workshop, Solomon Group, 5 July).

Seven 4-week Communities of Professional Learning were facilitated across the same topics. A suite of digital badges was designed to provide evidence of achievement and completion of PLD.

² Developing Statistical and Measurement Skills, Reading Comprehension, Starting Points, LNAAT, and Learner Agency.

Workshop evaluations:



Ako Aotearoa Digital Badging

The digital badging work undertaken in 2019 included resources for ALNACC professional learning and development. Gaining Ako Aotearoa badges enables educators working in literacy and numeracy to gain additional skills and acknowledgement for the discrete pieces of learning.

Forty-five badges have been awarded so far and we will roll out the badging initiative to other parts of our PLD programme from 2020.

Tapatoru Foundation Learning Professional Standards Framework

Launched in Dec 2018, the Tapatoru framework aims to validate and accredit existing practitioner expertise in foundation-level education. This will provide a level of confidence to all stakeholders (including the TEC) that there is a robust measure for ensuring and maintaining practitioner capability in foundation-level tertiary education.

The suite of Tapatoru resources was trialled with early adopters in the pilot phase, which enabled finer adjustments to the process. Interest in Tapatoru has been received from a wide range of organisations, including Social Service Providers Aotearoa who have incorporated it into their new learning and development framework.

The latest iteration of the Tapatoru Foundation Professional Standards Framework was presented to ITP staff at the Talking Teaching conference at Unitec in November. Regent Training Centre was the first TEO to sign the Tapatoru project application and work will commence in early 2020 with an in-house workshop with staff. Discussions are ongoing with four more TEOs to initiate further projects. Four PLD workshops were offered to TEOs as part of their Tapatoru project application.

Learner Agency

Project – sector feedback reflected the following:

- Strong demand from tutors for agency information and requests for PD (found via anonymous tutor surveys)
- High engagement from presentation attendees (verbal feedback and further invites)
- Very positive feedback from workshop attendees
- Increased requests for PD with this content.

Developing learner agency

This ALNACC project responds to New Zealand and international evidence that developing ‘learner agency’ is a priority if we are to tackle inequitable outcomes and enable adults to participate in lifelong learning. The work identified substantial gaps in the current NZ literacy and numeracy (LN) practice and took a strategic approach to integrate the content into existing Ako Aotearoa LN provision, while also providing recommendations for various LN projects (such as the delivery of online content to lower-skilled adults).

This work not only ensures our ongoing LN provision is effective, relevant, and impactful, it also aligns it with The United Nations Sustainable Development Goals. The project was disseminated to the sector throughout 2019 through a wide range of channels and will continue into 2020 and beyond.

Dyslexia-friendly quality mark

The purpose of the New Zealand Dyslexia-Friendly Quality Mark (DFQM) project, funded through TEC, is to acknowledge expertise and best practice in TEOs in supporting learners with dyslexia. TEOs will see the Quality Mark as a vehicle to improve enrolments and effectively promote their organisation as well as improve the quality of their provision; signifying their status as a follower of best practice in provision to learners with dyslexia.

Significant progress has been made on this work in 2019. A Reference Group and Task Group were established³. Project lead and LN specialist, Mike Styles, held meetings on the initiative with staff at the Ministry of Education, TEC, NZQA, Te Wānanga o Aotearoa, Te Wānanga o Raukawa, YMCA and Workbridge.

³ Membership including Literacy Aotearoa, English Language Partners, Workbridge – DTSL (Assistive Technologies), SPELD, REAP NZ, Learning Differences Aotearoa Trust Southland, Kapiti College, TEC, ITF, Massey University, ServiceIQ, Dyslexia practitioners and specialist Professor Tom Nicholson

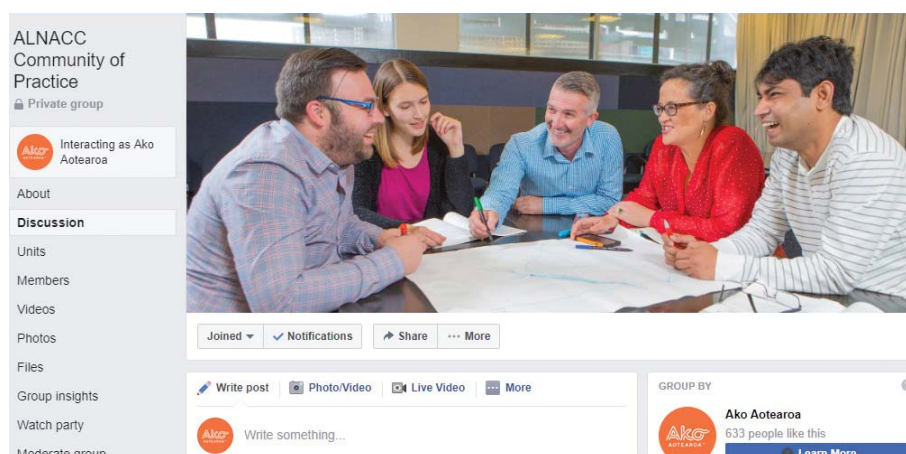
Other ALNACC activities for 2019



Collaboration with NZCER in development and delivery of public and in-house Literacy and Numeracy Adult Assessment Tool courses.



Collaboration with Skills Highway in ITO LN Network meetings, promotion of ALNACC activities, and the delivery of two courses for workplace LN educators.



Facilitated and contributed to the ALNACC Community of Practice – with 106 members around the country.

ALNACC team has contributed to the Tertiary Education Council panel meetings on assessment of the Request for Information submissions.

Presentations delivered on ALNACC at a range of forums, including NZVET, ITENZ, Te Huinga Tauria, ACE Aotearoa conference, APSTE, NAISA, and Talking Teaching.



Talking Teaching

Financial Summary of Performance for 2019

Ako Aotearoa Income & Expenditure Statement

As at 31 December 2019

		Full Year Actual	Full Year Budget
Income			
TEC Payments – Core Contract		3,556,000	3,556,000
TEC Payments – Adult Literacy Numeracy & Cultural Capability (ALNACC)		1,500,000	-
TEC Payment – TTEA Scholarships		200,000	200,000
Interest Income		48,589	-
Professional Development Workshops		234,162	-
Sponsorship		24,109	-
Revenue in Advance		-347,483	755,501
Total Income		5,215,377	4,511,501
Expenditure			
Staff Related Costs	1	2,252,214	1,972,601
Asset Related Costs		4,689	10,000
Overheads/Administration		679,376	609,300
Other Direct Costs			
Contracted Services	2	841,966	1,011,600
Project Funding	3	740,170	339,000
Scholarships (Tertiary Teaching Excellence Awards)		210,000	250,000
Rental, Lease, Hireage	4	291,567	139,000
Other Direct Costs		177,635	247,518
Total Other Direct Costs		2,261,338	1,987,118
Total Expenditure		5,197,621	4,579,019
Income less Expenditure		17,756	-67,518

Notes:

1. Includes recruitment, accrued leave, superannuation, ACC, Contracts for Services
2. Includes Governance, website & development, Academy, TTEA & Panel, PLD
3. Research Projects – National and Regional
4. National office, regional hubs, external venue hire

Ako Aotearoa Balance Sheet

As at 31 December 2019

	Full Year Actual
Assets	
Cash and cash equivalent	481,827
Trade and other receivables	1,424
Total Assets	483,251
Liabilities	
Trade and other payables	54,417
Revenue in advance	424,463
Total Liabilities	478,880
NET ASSETS	4,371
Equity	
Retained Earnings Brought Forward	(13,385)
Current year (Surplus) Deficit	17,756
Closing Equity	4,371

Confirmation of Audit



23 April 2020

Helen Lomax
Ako Aotearoa
National Centre for Tertiary Teaching Excellence
Wellington

Dear Ms. Lomax

RE: 2019 Annual Accounts

I can confirm that Massey 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 to the extent they form part of the University's financial transactions for the year ended 31 December 2019. 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

Office of the Deputy Vice-Chancellor, Finance & Information Technology
PO Box 11222 | Palmerston North 4442 | New Zealand
T +64 6 350 5701 | www.massey.ac.nz



Appendix A

List of completed and new projects 2019

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
National Completed				
What are the characteristics of an effective learning journey for women entering trades?	Mark Williams	BCITO	\$150,000.00	\$385,000.00
Determining the value of foundation education to the individual, the community and the country	Doug Reid and Adelaide Reid	Community Colleges NZ	\$157,555.00	\$157,555.00
Enhancing the readiness to practice of newly qualified social workers	Neil Ballantyne and Dr Liz Beddoe	Open Polytechnic and University of Auckland	\$160,000.00	\$164,474.00
Making a significant difference in retention, completion and outcomes for Māori and Pasifika learners	Nicky Murray	Industry Training Federation	\$120,000.00	\$120,000.00
Professional Accreditation through Higher Education Academy linkages	Linda Keesing-Styles and Simon Nash - Terminated	Unitec Institute of Technology	\$55,000.00	\$55,000.00
SET for Work, SET for Life Te Tai Tokerau	Ken Eastwood	The Skills Organisation	\$50,000.00	\$337,000.00
Northern completed				
OLA: A vocational training model that supports learners in New Zealand workplaces	Christine Newland	QED Associates Ltd	\$10,000.00	\$10,000.00
Ka nanakia hoki 'ki' te numeracy (Better than before)	Pania Te Maro	Te Whare Wānanga o Awanuiārangi	\$14,600.00	\$15,810.00
Ako Atu, Ako Mai: Kaiako collaborating, learners collaborating	Dr Suzette Major	SAE Creative Media Institute	\$9,900.00	\$14,100.00
Central completed				
A virtual reality tool for teaching library design	Philip Calvert	Victoria University of Wellington	\$13,500.00	\$16,000.00
Using LNAAT data to improve the teaching, resources and achievement in numeracy education	Gary Sharpe	Western Institute of Technology, Taranaki	\$5,400.00	\$5,600.00
The Added Value of Work Integrated Learning	Andrew Martin	Massey University	\$20,000.00	\$32,000.00

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
How to harness Photovoice as a teaching tool	Cherie Te Rore	Eastern Institute of Technology	\$6,202.00	\$6,202.00
Simplifying embedded literacy and numeracy for tertiary tutors: Practical ideas and resources for teaching and learning	Aleesha Reid	Wellington Institute of Technology	\$11,030.00	\$13,258.00
Identifying authentic teaching strategies that build employability skills	Gerard Duignan	Wellington Institute of Technology	\$15,700.00	\$18,500.00
Enhancing the role of ICT in doctoral research processes	Kwong Nui Sim	Victoria University of Wellington	\$10,000.00	\$12,000.00
Te toka herenga waka: Increasing Māori learner success at WITT	Kenneth Taiapa	Western Institute of Technology, Taranaki	\$9,504.00	\$9,542.00
Puanga Te Matapae Oranga: Enriching tutor-student engagement and enhancing student learning autonomy	Anne Greenhalgh	Workforce Development Ltd	\$13,000.00	\$15,350.00
Southern completed				
Supporting engagement during Active Video Watching with Personalized nudges	Professor Tanja Mitrovic	University of Canterbury	\$10,000.00	\$20,000.00
TOTAL COMPLETED			\$841,391.00	\$1,398,391.00
New projects				
Developing a law student profile - phase 6	Professor Lynne Taylor	University of Canterbury	\$10,000.00	\$10,800.00
Supporting young learners through stakeholder collaboration: Designing intervention strategies for youth employability and learning success	Tracey Shepherd	REAP Wairarapa	\$20,450.00	\$24,480.00
Huakina nga tatau o toku whare: Creating a Kaupapa Māori secondary-tertiary pathway for Māori-Medium students	Maria Ngawati	Toi Ohomai Institute of Technology	\$102,635.00	\$102,775.00
TOTAL NEW			\$133,085.00	\$138,055.00

Appendix B

Ako Aotearoa's ongoing co-funded project commitments (most recent listed last).

Fund	Project lead	Lead organisation	Ako Aotearoa commitment	Organisational commitment
In-progress				
National				
Mātauranga Māori – Kaupapa Māori: Te Mana Motuhake Māori in Tertiary Education in Aotearoa New Zealand	Dr Rawiri Taonui		\$45,000.00	- (commissioned)
Strengthening student representation in short and lower-level courses	Shaw – Terminated	NZUSA	\$30,000.00	\$37,125.00
NZUSA Learner Advisory Panel (LAP) project (Continuation).	Shaw – Terminated	NZUSA	\$30,000.00	\$76,500.00
Embedding employability in the curriculum: Strategies for the development of employability attributes within advanced and research informed programmes	Susan Geertshuis	University of Auckland	\$147,067.00	\$152,933.00
A cross-disciplinary comparison of the approach to developing 'Work ready plus' graduates	Dr Qilong Zhang	Toi Ohomai Institute of Technology	\$58,138.00	\$58,138.00
He Vaka Moana: Navigating the success of Māori and Pasifika students	Dr Ema Wolfgramm-Foliaki and Dr Hinekura Smith	University of Auckland	\$130,000.00	\$177,123.00
From Good to Great: The 10 habits of phenomenal educators for Pasifika learners	Cherie Chu	Victoria University of Wellington	\$120,000.00	\$120,130.00
Building skills for young Māori to complete education and transition into the workplace	Matiu Julian and Marion Farrell	Primary ITO	\$150,000.00	\$150,000.00
Hūtia te punga	Eruera Prendergast-Tarena	Te Tapuae o Rēhua	\$150,000.00	\$150,000.00
Quantext: For rapid analysis of student responses to short answer questions	Dr Jenny McDonald	McDonald & Moskal Ltd	\$57,080.00	\$57,172.00

Fund	Project lead	Lead organisation	Ako Aotearoa commitment	Organisational commitment
Kaikaikororo - Enhancing student success within Wānanga	Te Kani Kingi	Te Whare Wānanga o Awanuiārangi	\$150,000.00	\$151,050.00
Developing a learner capability framework	Leonie Schmidt Andy Kilsby	Otago Polytechnic	\$150,000.00	\$300,000.00
Teaching science, self and profession to the Māori nurse-student in a Wānanga setting	Dr Deborah Rowe	Te Whare Wānanga o Awanuiārangi	\$146,501.00	\$154,020.00
Data-informed initiatives to enhance Māori and Pacific student achievement	Dr Sarah-Jane Tiakiwai and Dr Keakaokawai Hemi	University of Waikato	\$150,000.00	\$150,000.00
Working with the SET process to improve teachers' teaching and learners' learning	Dr Beverley Norsworthy	Bethlehem Tertiary Institute	\$23,000.00	\$43,000.00
Northern in progress				
Using outdoor education to facilitate the development of a young leadership cadre within the Built Environment Sector	Martin Draper	Built Environment Training Alliance (BETA)	\$	-
Kia Poipoi nga Tauira Māori: Enabling Māori student success within the visual arts	Professor Piikea Herman Clarke	Te Whare Wananga o Awanuiārangi	\$9,700.00	\$10,100.00
How can the concept of pōwhiri be used to teach essay writing skills?	Tepora Pukepuke	Te Whare Wānanga o Awanuiārangi	\$9,500.00	\$10,750.00
Ako Ao Mariko: VR for Learning Te Reo	Dr Tauwehe Tamati	University of Auckland	\$10,000.00	\$10,000.00
Whare Tapa Rima – The five-sided Home: A best practice holistic learner support model	Dr Susan Stevenson	Freedom Institute of Higher Education	\$10,553.00	\$26,500.00
Measuring the effectiveness of Health and Safety Training	Jason Braithwaite	BeSafe Training	\$9,950.00	\$11,090.00
Improving Teaching and Learning of Transference-Countertransference: Academic and experiential appraisal and recommendations	Sebastiano Scalia	Vision College	\$12,800.00	\$38,328.00
A training programme for deaf/hard of hearing tutors	Victoria Lessing	Merge NZ	\$12,700.00	\$14,500.00

Fund	Project lead	Lead organisation	Ako Aotearoa commitment	Organisational commitment
How ITP/Polytechnic teachers can create better graduate outcomes for Māori learners	Kelly Pender	Toi Ohomai Institute of Technology	\$9,860.00	\$11,000.00
Central in progress				
Developing Māori students' soft skills to support improved achievement outcomes	Jodie Cook	Matapuna Training Centre	\$13,375.00	\$13,375.00
Guide to Deeper Thinking	Dr Deb Hill	Whanganui Learning Centre	\$17,000.00	\$17,000.00
Evaluation of professional psychology programmes and validation of a multi-stakeholder evaluation instrument	Dr Barbara Kennedy	Massey University	\$9,659.00	\$9,806.00
Teaching and Learning Circles: Developing Reflective Practice and Enhancing Teaching Culture	Dr Kathryn Sutherland	Victoria University of Wellington	\$9,981.00	\$19,810.00
Southern in progress				
Māori Youth and the Influence of Traditional Sports and Games on Soft Skill Development	Gareth Archer	Community Colleges New Zealand	\$8,268	-
The Personal Cost of Studying Medicine: Can We Improve the Student Experience?	David Perez	University of Otago	\$2,542	-
Teaching occupational therapy students how to integrate evidence for better clinical outcomes	Linda Robertson	Otago Polytechnic	\$10,000.00	\$26,506.00
Assisting the formation of inclusive engineering cohorts	Dr Philippa Martin	University of Canterbury	\$8,980.00	\$18,300.00
Investigation of initial teacher education student views of engineers and engineering practice	Dr Paul Docherty	University of Canterbury	\$10,000.00	\$12,500.00
Professional learning opportunities for postgraduate specialist teachers	Dr Cara Swit	University of Canterbury	\$10,014.00	\$19,242.00
Work active: Supporting the "forgotten learners" in their journey to work	John Grant	SkillWise - SPAN Charitable Trust	\$9,990.00	\$13,120.00

Fund	Project lead	Lead organisation	Ako Aotearoa commitment	Organisational commitment
Student perceptions of student evaluations: Enabling student voice and meaningful engagement	Stuart Terry	Otago Polytechnic	\$10,000.00	\$24,000.00
Developing a Law Student Profile: Phase 5	Professor Lynne Taylor	University of Canterbury	\$10,000.00	\$10,800.00
Bring your own device (BYOD) to field class: Integrating digital and community mapping in field-based coursework	Dr Timothy Stahl	University of Canterbury	\$9,631.00	\$17,832.00
TOTAL IN-PROGRESS			\$1,761,289.00	\$2,111,750.00
Completed + New + In-progress GRAND TOTAL			\$2,735,765.00	\$3,648,196.00

Appendix C

List of Ako Aotearoa's ALNACC workshops developed for 2019

- | | |
|----|---|
| 1 | Growing numeracy Building confidence with numbers |
| 2 | Literacy and Numeracy for Adults Assessment Tool |
| 3 | Essentials: The what, how and why of teaching reading comprehension |
| 4 | Workplace Language, Literacy and Numeracy: Developing professional practice |
| 5 | Workplace Language, Literacy and Numeracy: Extending professional practice |
| 6 | Numeracy Toolbox: Developing learners' fractions, decimals, percentages and proportional thinking |
| 7 | Financial Wellbeing |
| 8 | Reading Toolbox: Teaching learners with reading difficulties |
| 9 | Numeracy Toolbox: Developing number skills |
| 10 | Developing statistical and measurement skills |
| 11 | WordWise: All you need to know about teaching decoding and spelling |
| 12 | An introduction to Dyslexia: Supporting learners to achieve their potential |

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

Ako
AOTEAROA