Reform of Vocational Education

Response from Ako Aotearoa

National Centre for Tertiary Teaching Excellence

April 2019

AKO
AOTEAROA

Contents

Introduction

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

Tēnā koutou katoa.

As New Zealand's Centre for Tertiary Teaching Excellence, Ako Aotearoa represents a unique viewpoint and voice for the tertiary sector and welcomes the opportunity to work alongside the Ministry of Education and the Tertiary Education Commission in contributing to future solutions. Our history of research, advocacy and support in tertiary education over many years traverses broad fields of knowledge, sectors and priority groups. With a specific focus on teaching and learning, our research and expertise can contribute significantly to reconceptualising teaching and learning in a renewed vocational education system.

Ako Aotearoa has gathered feedback from our staff, members of the Board, Te Rūnanga Māori, Pacific Peoples' Caucus, the Ako Aotearoa Academy of Tertiary Teaching Excellence and Regional Hub Advisory Groups. It has been challenging for our stakeholders to engage with the change proposed given the lack of detail in the proposal documents on the impact on teaching and learning and on learners and their experience and outcomes. Most acknowledge something had to happen to support and strengthen the vocational education sector, but our stakeholder base feel that this proposal, i.e., one national entity ready to go next year, may be a step too far, too soon. While there is support in principle for change, such major reform in a short time frame is likely to pose significant risks to learners and their outcomes and to supporting and growing staff capability and capacity. The proposal and associated documents currently lack sufficient detail for us to fully assess these risks.

Potential Risks

Before commenting on the overall proposal and each of the three specific proposals, we highlight the following risks directly associated with the proposal in its current form and the proposed timeframes for transition. We note that several of these risks are equally relevant for the post-transition implementation but must be fully considered in the short term. These risks include:

- Focusing primarily on systemic and operational change without a corresponding wide-ranging focus on the quality of teaching and learning.
- Undermining the achievement of learner outcomes by generating uncertainty around the continued value of the qualifications that students are currently undertaking.
- Discouraging school leavers who are 'near to' making study decisions from pursuing vocational pathways, whether in workplace training or within institution settings.
- Discouraging NEETS and those school leavers without strong study or training aspirations from engaging in study or training creating further disenfranchisement. This is likely to disproportionately affect Māori who are a major cohort within regional populations.

- Potentially losing key staff through uncertainty in the transition, including high performing educators and support staff who may return to industry, other sectors or countries.
- Losing a focus on regionalism to the detriment of sector innovation in curriculum design, assessment and student partnerships.
- Losing mana-enhancing relationships with Iwi, and priorities for Pacific Peoples particularly in regional Auckland, Wellington, Otago and Southland.
- Risking the quality of advice and decisions and potential burnout of key staff from government agencies (e.g., the TEC, the Ministry of Education, NZQA, MSD/Studylink) responsible for designing and implementing the change.
- Losing hard-won relationships with local employers through both ITOs and ITPs that will need to be re-established through the new Industry Skills Bodies.

Risk Mitigation

To ensure that the above risks are mitigated, we strongly urge the government to include a stronger parallel focus on issues related to the quality of learning and teaching during the transition and into the full implementation phase. It would be counter-productive to implement a new structure and way of operating without concurrently ensuring the highest possible quality of teaching and learning. A new model without attention to widespread high-quality teaching capability will be a lost opportunity. We welcome partnering on this component of the transition and see huge potential beyond the proposed Centres of Vocational Excellence and urge government to work with us on the teaching and learning components.

Part of the above mitigation is managing the transition in a way that is learner centred, that provides uninterrupted quality learning experiences, and that assures existing and potential learners that their study is robust, valued, secure and enduring. Furthermore, the process must enable teaching and learning staff to have confidence that their roles are valued, and that they will be supported to be ready and capable for the future vocational educational sector. This must be signalled as both a right and a responsibility for all teaching staff if the new system is to fully reach its potential for learner outcomes.

Acknowledgment

Ako Aotearoa wishes to acknowledge Dr Linda Keesing-Styles' contribution to the drafting of this submission.

The Proposal Overall

Ako Aotearoa's view of the overall proposal to reform vocational education and training

Ako Aotearoa strongly supports the vision for the future of vocational education as outlined in the consultation document - a strong, unified vocational education system that is sustainable and fit for the future of work, delivering what learners, employers and communities need to be successful.

Our perspective and response, as outlined above, focuses strongly on the issues related to learners, teaching and learning in both the transition and in the overall proposed new system and its implementation. We believe there is an unprecedented opportunity available to ensure a strong focus on teaching standards and capability development that, if enacted effectively, can ensure enduring high-quality teaching and learning in a renewed system and correspondingly improved learner outcomes.

In the current system, there is no defined standard or expectation of teaching quality and capability development for the vocational education sector. We believe that now is the time for establishment of a courageous expectation similar to that defined for the teaching of literacy and numeracy in recent years. While there are pockets of excellence in the sector, these pockets do not make a garment and attention to universal quality standards and/or expectations for professional learning and development (PLD) has the potential to contribute to the government's desire to see a strong and effective sector and enhanced learner outcomes.

> The proposal appears to be a sensible way to address many of the issues currently affecting the polytechnic sector. Reducing the amount of competition between Polytechnics and creating some efficiencies through sharing of resources should result in improved collaboration across the sector if managed well.
> (Ako Aotearoa Academy of Tertiary Teaching Excellence)

Specifically, we note the following:

1. We agree that change is needed - we acknowledge that a failing system cannot continue on the current path. However, we have significant concerns that the transition for learners and learning through this major period of change will be more challenging than currently presented.

   a. The proposal lacks consideration of learner/student/ākonga/trainee experience and partnerships and a focus on ensuring they can attain the best possible outcomes during the transition and beyond. What steps will be taken to ensure this is factored into the system redesign and, specifically, during the transition?

   b. How will the government minimise the impact on learners and their outcomes through significant change to courses, programmes, delivery and qualifications – real or perceived?

   c. The feedback period is rushed – documentation provided is very high level and possible implications for learners and educators is difficult to

ascertain. Additional steps are needed in this process so that we can respond in more depth to specifics and mitigate impacts on learners, and support consistently high quality teaching and learning.

2. We agree innovation and new ways of working for learners are needed to contribute to sustainable change and success for them, their communities and the nation.

    a. Our [Shared Strategic Agenda | Koronga Rautaki Mahitahi](#) was launched last December to help Ako Aotearoa drive a more connected and cohesive approach to the future success for lifelong learners. It is also intended to provide the sector and other key stakeholders with a framework that aligns with their own contexts and roles we have in contributing to achieving the desired outcomes.

    b. Given the extensive work already done in this area, we urge government to work with Ako Aotearoa on the development of strategies for the new system implementation to maintain and improve quality teaching and learning and enhance learner outcomes across the vocational education sector.

3. How are the needs and voices of priority groups, especially Māori or Pacific learners and corresponding partnerships going to be addressed with proactive strategies? Considerations include:

    a. *Bicultural, Te Tiriti-led approaches:* It is promising to see that Wānanga are identified as key players. Consideration of how they could contribute further in vocational education would be valuable and could help maintain a regional focus. Iwi, hapū and urban Māori organisations will also have a role to play in providing and supporting vocational education programmes throughout the country. Wānanga have outposts in numerous tribal networks that reach the marae level of the Māori world. It makes good sense that these networks might/could be the basis for innovative vocational education and training reform for Māori. Any change would and must include Māori at the table in the first instance. This leads to suggestions that the sector could open up for collaboration with Wānanga for training purposes, permit direct partnerships with employers, and access to workplaces.

    b. *Māori representation:* Ako Aotearoa's Te Rūnanga Māori has raised issues regarding who will be the Māori voice in relation to issues that impact Māori – both nationally and regionally. What is the government's intention regarding consultation with relevant Māori organisations?
        i. Ako Aotearoa has [supported a significant project](#) involving Iwi and key tertiary education providers in Te Tai Tokerau with student voice at its core that has created an evidence base and action plan for Te Tai Tokerau. See Appendix 1, item 17.

c. *Strengthening and supporting learner representation and partnerships:* How will learner diversity and inclusion be prioritised and supported? Weaving learner representation throughout the change process is essential to the design and delivery of programmes that are successful for all, particularly learner outcomes.

    i. See Appendix 1, item 12 – The student voice in tertiary education settings: Quality systems in practice and summary report Using the student voice to improve quality .

> **Proactive, inclusive partnerships with learners**
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> "While a TEO can build systems for using the student voice, well-functioning systmes require an organisation to have a culture that values students' voice, so that learners – regardless of the number of representatives and their level of experience – feel able and comfortable to have input into the governance arrangements of the organisation." (2013, p.23)

4. The issue of quality teaching and learning is relatively silent in the proposal other than the reference to centres of vocational excellence. While it is very heartening to see this proposal, these centres are built around the utilisation of local, discipline or specialist delivery experts. We applaud this intent but would like to see this proposal go further in terms of basic teaching and learning expectations and standards for all educators. This reform provides a significant opportunity to grow teaching and learning capability of tertiary educators in all areas of the sector, including through the following:

a. The implementation of professional teaching and learning standards. Ako Aotearoa has been at the forefront of developing proposals for standards designed to ensure consistent high-quality teaching and learning. There is a perfect opportunity to embed standards into a renewed system, even if it is a staged implementation.

    i. See our recent report Professional standards for tertiary teachers: A synthesis of recent work and initiatives for an insight to pros and cons of introducing a framework across the tertiary sector and how that may be adapted/contextualised. Appendix 1, item 3.

b. Setting expectations and creating incentives to invest time and resources into building educator capability, including for teachers, tutors, learning advisers, trainers, and support staff, through sustained professional learning and development programmes.

    i. Since 2012, Ako Aotearoa has developed and run a comprehensive Professional Learning and Development Programme for educators and support staff. The focus is on creating positive teaching and learning practice change through evidence-based strategies and practical tools. This is likely to provide strong support for the proposed Centres of Vocational Excellence. See Appendix 1, item 37.

ii. Since 2015 Ako Aotearoa has been supported by the TEC to provide a range of free and low-cost programmes and sector forums to build the literacy, numeracy, and cultural capability of educators to improve outcomes for priority learners, particularly in foundation learning. See Appendix 1, item 38.

Ako Aotearoa is concerned that the uptake and benefit offered to staff through PLD programmes such as these will be significantly affected in the transition period and beyond unless there is targeted attention paid to this.

5. Delivering to the regions is an important focus and further detail is needed on the following in order to maximise the vocational education reforms:

a. Regional industry has a key role to play as do Iwi and community leadership and communities of learning in the compulsory schooling sector. Links between tertiary and secondary would benefit from further enhancement with expertise flowing between the two sectors to enhance learner experience and success. This applies particularly to learner vocational pathways which could be strengthened in the process of vocational education reform.

b. Centralisation of programme development, LMS and funding has the potential to minimise the ability to respond locally so we urge the government to carefully balance the recognised need for centralisation with the necessity for local responses and solutions.

c. Regional access/travel – the issue of how learners are able or unable to access training and education in the regions is complex. There are many barriers, not just travel distance and transport, but financial, support for dependents, technology access, and access to wellbeing and social services. How will these be addressed?

d. More consultation is needed on what barriers exist and how to address them – for and with learners. Ako Aotearoa has supported several projects exploring collaborations to tackle regional challenges such as those faced in Te Tai Tokerau.
   i. See Appendix 1, items 9, 17, 20, 22, 24&25, 31 and 34.

Ako Aotearoa welcomes the opportunity to partner with the government to progress these issues as they relate to teaching and learning in the reformed system based on the experience and initiatives listed above and other related research carried out over many years on these key issues.

The Specific Proposals

Proposal 1 – Redefined roles for education providers and industry bodies.

Our primary responses are outlined in the overall proposal feedback above. However, we outline some more specific considerations and questions here:

1. As indicated above, we believe the overall focus needs to be strongly on delivering quality teaching and learning with a view to raising learner outcomes. There is a significant opportunity here for this to be built in to a new and more robust system with guidance from Ako Aotearoa.

2. What will be the role of the national Academic Board in relation to teaching and learning? We recognise that these boards typically focus on issues of academic quality and programme and curriculum development rather than on teaching and learning per se and the issues identified above. Is there potential also for a sub-committee with a particular focus on learning and teaching that reports directly to the Academic Board – a Teaching and Learning Committee?

3. How can Centres of Vocational Excellence (CoVEs) and Industry Skills Bodies (ISBs) contribute to building consistent quality of delivery? How can this be broadened to include a more demanding standard that attends to improved learner outcomes?

   It is of concern that Ako Aotearoa has not been asked by officials to meet to consider this proposal. We would welcome the opportunity to do so, certainly before any design decisions are made.

   Many of the potential functions signalled for the CoVEs in the technical document, overlap with existing practices and roles assigned to Ako Aotearoa who can and should assist in advising on and/or coordinating this as outlined above. The government is strongly urged to build on many years of evidence-based research and practice in tertiary excellence rather than begin with a clean slate with the proposed CoVEs. Please see our report Building capability and connection, Appendix 1, item 4.

4. In what ways will a focus on work-based education and training be enhanced? In the current system, rhetoric about work-based learning is often not competently enacted in the realities of practice in vocational education. There is an uncontested assumption that ITPs are already doing this well and this is problematic. There is significant research available in the New Zealand vocational education sector on work-based learning and this should be applied to the redefined roles, CoVEs and ISBs and beyond. The proposals for the role of the ISBs offer some promise but this issue cannot be underestimated and will require strong learning and teaching leadership.

   See Appendix 1, item 34.

5. In what ways will Regional Leadership Groups (see Consultation paper, pg. 24) embed learner representatives, not just government agencies or employers, as part of these groups. (Or have a mechanism in place for consulting with the wide range of learner groups regularly to gain valuable insight that will help steer the RLGs).

    See Appendix 1, item 12.

6. How will the overall diversity of learners and their specific learning preferences be better addressed to achieve the enhanced learner outcomes the government is seeking?

7. What will be done specifically to work alongside Wānanga – what works best for Māori learners?
    a. See Appendix 1, item 2 – Māori learner success in tertiary education: Highlights from Ako Aotearoa supported research projects for a range of examples.

8. What will be done specifically to enhance learning and successful outcomes for Pacific learners? The proposal is largely silent on this important component of Vocational Education.
    a. See, for example, Appendix 1, item 6; Success for Pasifika in tertiary education: Highlights from Ako Aotearoa-supported research.
    b. Also see Pacific learner success in workplace settings, Appendix 1, item 28.

Proposal 2 – bringing together the 16 ITPs as a single entity

As with proposal 1, we focus our comments on issues related to learning and teaching. We strongly agree with the government's statement that 'the problems and opportunities we are seeking to address are not limited to financial matters'. We endorse the statements about improving the connections between the providers and industry and reiterate the importance of enhancing teacher capability in work-based learning. We endorse the notion of developing excellence in vocational education and see this as the single critical issue for the NZIST.

> A culture of representation that values student voice
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> "Value is shown by the extent to which organisations meaningfully involve students in shaping what questions are asked and how information is gathered, heed their contributions (where approproiate), and incorporate student views when undertaking quality enhancement." (Using student voice to improve quality, 2013, p.14).

We do, however, have some questions for consideration and see these as critically important to the success of the new institute. We note that all the question prompts for feedback relate to structural, operational, regulatory and financial issues with only two questions having a tangential relationship to teaching and learning, i.e. the function of Academic Boards and their subcommittees, and the use of the Open

Polytechnic online learning platform. This causes concern about the espoused attention to excellent teaching. Therefore, we are concerned about:

1. How will the real risk of a 'vanilla approach' be mitigated? There are multiple references in the consultation document to regional needs and regional responses, but these are juxtaposed against proposals for more significant centralisation and standardisation than has existed before. We applaud the work done through the Mandatory Review of Qualifications to ensure consistent outcomes. However, standardisation to the extent of national programmes and assessments may pose significant risks to meeting regional needs and the requirements of diverse learners. If this is to proceed, there must be scope for adaptation at regional and even local level to attend to this diversity. This will require high levels of teaching, learning and assessment expertise to ensure the new system is capable of meeting a range of learning, vocational and industry needs.

> It will be important to work through a process to give all 16 institutions opportunities to share their ideas and strengths to get the best out of the sector. We also believe that previous experiences of mergers in the ITP sector show that we need to be careful not to underestimate the level of disruption this will cause to staff and students across the sector.
> (Ako Aotearoa Academy of Tertiary Teaching Excellence)

2. What specifically are the 'alternative approaches' potentially assigned to Wānanga and what will be the relationship between the work done in the Wānanga and the work of the wider NZIST? Ako Aotearoa affirms the importance of utilising the specific expertise of the Wānanga in relation to both Māori and non-Māori learners. There must be strong connections built between these organisations and the broader work of the NZIST.

    Ako Aotearoa has undertaken an expansive programme of work in developing evidence-based projects on the needs of Māori learners and on ensuring an understanding of Mātauranga Māori for all learners. The key to widespread uptake on the findings will be close and sustained attention to disseminating and implementing such findings. How will this be managed so that it is not a notional but a real outcome?

3. How does the government intend to mitigate the potential to dilute attention from Pasifika learners while newly formed structures focus on fiscal and operational priorities? While there is strong intent in the proposal to focus equally on issues of diversity and learner success, existing initiatives targeted at Pasifika learners may potentially be lost in the transition. How will existing successful national and regional initiatives be protected, enhanced and broadened to contribute to enhanced outcomes for Pasifika learners? Our Pacific People's Caucus has particular concerns about this issue.

4. What is the government's intention regarding centralised programme design? We applaud the intention to remove this task from the responsibility of

educators. Some of them have expertise in the development of programmes and curricula but the majority do not. Currently this has three key impacts:

a. it requires teachers to pick up this capability and task on a very irregular basis thus creating unnecessary and often oppressive workloads

b. it often results in the development of programmes that are less than ideal as curriculum design is a specialist skill

c. it diverts time and energy from the core task of teaching and learning

That said, the idea of centralised programme design and development requires very careful planning and attention if it is to result in excellence in teaching and learning and enhanced learner outcomes. The more centralised, the more standardised and the more standardised, the less opportunity for regional adaptation. And critically, excellent teachers in the regions have the capacity to develop excellent curriculum and assessment practices that meet regional or local needs. Inability to do so may be a deterrent for retention of such teachers if all design and assessment is mandated nationally and there is no local flexibility to adapt, improve and excel.

5. How does the government intend to integrate the extensive work and experience of Ako Aotearoa with the proposed functions of the CoVEs? We find it extraordinary that consultation on this issue has not already occurred. While there is undoubtedly scope for a focus on vocational excellence in specific disciplines to generate new knowledge and capability, this cannot and should not be separated from the broader issue of excellence in teaching and learning. Many years of government funding into the development and progression of Ako Aotearoa, not to mention the extensive evidence-based outputs, is an investment that should be maintained and expanded. How will the new proposal build on this investment?

6. What are the expectations regarding the 'single high-quality learning management system'? What platform will be used? How will regional providers be able to adapt any standardised material to meet the requirements of their local learners and regions? How will this avoid being simply a content repository and, conversely, allow for local interactivity, active learning and responsiveness? What is planned in terms of capability development for the teachers and other staff who are users of this? Progress in blended learning throughout the regions has been hard won and is sporadic and of variable quality. Even institutions with strong learning and teaching leadership have not made progress in this regard easily with many teachers unable to maximise the value and affordances of an LMS.

How will the international and local research on this issue be utilised? The Horizon Report[1] for years called teacher capability a 'wicked problem' regarding

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[1] https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report

blended and online learning for the reasons outlined above. The quality of this component goes directly to enhanced learner outcomes. If not done well, some poor-quality face-to-face teaching will simply be shifted to poor quality online learning. The complexity of this component cannot be underestimated.

And what of the place for mobile learning? This is becoming a huge component of high-quality teaching and does not always require a LMS. What will be the government's expectations and support for mobile learning?

7. What is the relationship between the single LMS and the utilisation of the Open Polytech's online system given that many environments are likely to use blended rather than fully online learning?

In all these issues, Ako Aotearoa has expertise and experience to contribute to both decision-making and implementation.

Proposal 3 – a unified vocation education funding system

While the proposal provides little detail and, conversely, seeks input on the funding reform, we strongly support the need for such change. We acknowledge this is a very complex issue and therefore provide feedback only on a few targeted issues that relate to issues of teaching, learning and learner outcomes.

> Funding in the sector does need to be addressed, as funding levels have been stagnant for some time. There are limited details in the proposal at this stage, so it is difficult to comment.
> (Ako Aotearoa Tertiary Teaching Excellence Academy)

1. The reform of vocational education provides an opportunity to review funding in a way that strengthens the focus on outcomes, not just outputs, and to consider how present and future investments in tertiary education can improve individual, community, and societal wellbeing.

2. Funding to support learner success cannot be narrowly defined as currently framed through existing TEC educational performance indicators. A range of 'wellbeings'[2] are essential to both achieving and defining learner success, and to be inclusive of underserved groups.

3. Does 'unified' simply mean that funding rates will be the same on and off job? What success indicators will be applied to this context? How will this support success for more challenging learner groups? What consideration will be given to ensuring funding rates align to a more holistic teaching and learning model and ensures sector sustainability? A strong learner outcome focus may require indicators that incentivise, for example, 'distance travelled' progression, and higher pathways from other providers.

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[2] For example, see the Treasury Living Standards Framework https://treasury.govt.nz/publications/tp/living-standards-framework-introducing-dashboard-html#section-4

4. Ako Aotearoa would welcome a funding system that provides incentives to prioritise and recognise high quality learning and teaching to ensure the best possible outcome for all learners. This is not explored in any detail in the technical discussion document.

5. A 'safety net' will be needed to ensure funding for essential provision for learners in provincial regions and to areas with internet accessibility issues, and we are supportive this is identified as strategically important delivery.

6. Identifying funding barriers and enablers in vocational education could draw on the learnings from pilot projects supported by TEC, including on the following: degree apprenticeships to support parity of esteem for vocational education[3]; what is needed to build institutional capability[4] and how iwi influenced investment can contribute to sector innovation[5].

> The reason why this reform is taking place is due to funding/money, not a single paragraph in the proposal talks about the 'learner' and the necessary process to identify that each learner is different/unique.
> (Pacific Peoples' Caucus)

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[3] https://www.tec.govt.nz/news-and-consultations/archived-news/pilot-of-degree-apprenticeship-model-underway-in-new-zealand/

[4] https://www.tec.govt.nz/assets/Publications-and-others/a524e96b13/Capability-Framework-Introduction.pdf

[5] https://www.tec.govt.nz/assets/Forms-templates-and-guides/80093ebfdf/Iwi-Influenced-Investment-Infosheet.pdf

Summary

We conclude as we began, endorsing in principle the intent of the proposed reforms. However, we request:

- Recognition of Ako Aotearoa's role in providing evidence-based guidance on issues related to tertiary teaching and learning;
- Honouring that role by consulting with Ako Aotearoa on the reform generally and specifically on teaching and learning issues;
- At least equivalent focus on learning and teaching as on funding, structural and strategic issues;
- Consideration of the establishment of professional teacher standards and programmes of professional learning and development;
- The provision of more specific information on and attention to factors that will impact on learner outcomes and success;
- Clear attention to the needs and voices of priority learners in the transition and full implementation phases;
- Careful consideration of how centralisation and standardisation will impact regional relationships and ability for excellent teachers to adapt at regional level to meet learner needs and cater for diversity.

We welcome the opportunity to discuss these and other issues with the government.

Nō reira, tēnā koutou katoa.
Helen Lomax
Director | Kaihautu
Ako Aotearoa

Appendix 1

Sample of relevant Ako Aotearoa projects and professional development

Ako Aotearoa synthesis reports and strategic documents:

1. **Shared Strategic Agenda | Koronga Rautaki Mahitahi** (Dec 2018)
   https://ako.ac.nz/assets/reports/3ae3181bab/Ako-Aotearoa-Shared-strategic-agenda.pdf
2. **Māori learner success in tertiary education: Highlights from Ako Aotearoa supported research projects**
   Dr Acushla Sciascia for Ako Aotearoa (2017)
   https://ako.ac.nz/assets/reports/Synthesis-reports/fa37e45e36/SYNTHESIS-REPORT-Māori-learner-success-in-tertiary-education-Highlights-from-Ako-Aotearoa-supported-research-projects.pdf
3. **Professional Standards for tertiary teachers: A synthesis of recent work and initiatives**
   Gordon Suddaby for Ako Aotearoa (2019)
   https://ako.ac.nz/assets/reports/Synthesis-reports/64b76bfc74/SYNTHESIS-REPORT-Professional-standards-for-Tertiary-Teachers.pdf
4. **Building capability and connection – how Ako Aotearoa is adding value to tertiary education in Aotearoa New Zealand**
   Ako Aotearoa (2017)
   https://ako.ac.nz/assets/synthesis-reports/f281c48d67/Building-Capability-and-connection.pdf
5. **Learning in and for work: Highlights from Ako Aotearoa research**
   Anne Alkema aand Heather McDonald for Ako Aotearoa (2013)
   https://ako.ac.nz/assets/reports/Synthesis-reports/01616299eb/SYNTHESIS-REPORT-Learning-in-and-for-work-Highlights-from-Ako-Aotearoa-research.pdf
6. **Success for Pasifika in tertiary education: Highlights from Ako Aotearoa-supported research.**
   Anne Alkema for Ako Aotearoa (2014)
   https://ako.ac.nz/assets/reports/Synthesis-reports/3d6994ffce/SYNTHESIS-REPORT-Success-for-Pasifika-in-tertiary-education-Highlights-from-Ako-Aotearoa-supported-research.pdf
7. **Educating health practitioners: What works?**
   Anne Alkema for Ako Aotearoa (2016)
   https://ako.ac.nz/assets/reports/Synthesis-reports/323c8c5691/SYNTHESIS-REPORT-Educating-health-practitioners-What-works.pdf
8. **Pacific learner success in workplace settings**
   Debbie Ryan, Lisa Kitone and Racheal Flemming, for Ako Aotearoa National Project Fund
   https://ako.ac.nz/knowledge-centre/pacific-success-workplace-settings/research-report-pacific-learner-success-in-workplace-settings/

Learner voice, capability building and success

9. **Working with "the SET process" to improve teachers teaching and learners' learning**
   Bethlehem Tertiary Institute, Vision College, Laidlaw College and Faith Bible College, for Ako Aotearoa National Project Fund, (commenced 2019)
   https://ako.ac.nz/knowledge-centre/working-with-the-set-process/
10. **Developing a learner capability framework**
    Otago Polytechnic, for Ako Aotearoa National Project Fund, (commenced 2019)
    https://ako.ac.nz/knowledge-centre/developing-a-learner-capability-framework/
11. **Professional development to improve outcomes for learners aged under 25**

Toi Ohomai, Te Whare Wānanga o Awanuiārangi, Eastern Institute of Technology,WinTec, for Ako Atoearoa National Project Fund, (2017) – also a PLD workshop.
https://ako.ac.nz/knowledge-centre/professional-development-teachers-of-under-25s/

12. **The student voice in tertiary education settings: Quality systems in practice**
Ako Aotearoa and New Zealand Union of Students' Associations, (2013)
https://ako.ac.nz/knowledge-centre/the-student-voice/

13. **Supporting learning representatives**
Careerforce and NZ Council of Trade Unions, for Ako Aotearoa National Project Fund, (2014)
https://ako.ac.nz/knowledge-centre/supporting-learning-representatives/

Māori learner success, access and pathways

14. **Taikākā: Optimising Māori academic achievement in a Māori medium initial teacher education**
The University of Waikto and University of Auckland, for Ako Aotearoa National Project Fund, (2018)
https://ako.ac.nz/knowledge-centre/optimising-Māori-academic-achievement/

15. **The successes of a wrap-around training programme transitioning Māori youth into employment**
Kiwi Can Do, for Ako Aotearoa Regional Project Fund, (2018)
https://ako.ac.nz/knowledge-centre/wrap-around-training-programme/

16. **SET for work, SET for life, Te Tai Tokerau**
The Skills Organisation, Te Matarau Trust, NorthTec, and Primary ITO, for Ako Aotearoa National Project Fund, (2019)
https://ako.ac.nz/knowledge-centre/set-for-work-set-for-life-te-tai-tokerau/

17. **Enabling students to become life-ready, study-ready and work-ready in Te Tai Tokerau, Northland**
Te Matarau Trust and NorthTec, for Ako Aotearoa Regional Project Fund, (2017)
https://ako.ac.nz/knowledge-centre/enabling-students-in-northland/

18. **Ako Whakaruruhau – Supporting Māori apprenticeship success through mentoring and building employer capability**
Dr Catherine Savage for Ako Aotearoa National Project Fund (2016)
A collaboration of Ihi Research, Hawkins Construction, Te Tapuae o Rēhua and Ako Aotearoa.
https://ako.ac.nz/knowledge-centre/supporting-Māori-apprenticeship-success/

19. **A model for successful Māori learners in workplace settings – summary report**
Caine Kerehoma, Jenny Connor, Loretta Garrow and Carmin Young, for Ako Aotearoa National Project Fund. (2012) (using Te Ako Tiketike model – Māori as successful workplace learners)
https://ako.ac.nz/knowledge-centre/Māori-learners-in-the-workplace-setting/research-report-Māori-learners-in-workplace-settings/

20. **Te Puawaitanga o te kakano: Nurturing the seeds of learning within rural Māori women**
Opotiki Community Activities Office, an Ako Aotearoa Good Practice Publication, (2010)
https://ako.ac.nz/knowledge-centre/nurturing-the-seeds-of-learning-within-rural-Māori-women/

21. **Kaiako pono: Mentoring for Māori learners in tertiary education**
Ako Aotearoa and Te Puni Kōkiri, (2010)
https://ako.ac.nz/knowledge-centre/kaiakopono/

22. **Tahi te Marae, tahia te wananga: Marae and Māori community-based adult learning**
Te Kupenga Matauranga o Taranaki, for Ako Aotearoa National Project Fund (2011)
https://ako.ac.nz/knowledge-centre/whanau-based-learning-taranaki/tahia-te-marae-tahia-te-wananga-marae-and-Māori-community-based-adult-learning/

23. **Data-informed initiatives to enhance Māori and Pacific Student Achievement**
https://ako.ac.nz/knowledge-centre/data-informed-initiatives-to-enhance-Māori-and-pacific-student-achievement/

Pacific learner success, access and pathways

24. **Implementing and evaluating the Pasifika success toolkit within Canterbury tertiary organisations (University of Canterbury, Ara Institue of Canterbury and Lincoln University)**
Pauline Luafutu-Simpson, Ashalyna Noa, Sam Uta'i, Liz Keneti, Professor Janinka Greenwood, Professor Steven Ratuva, Dr Elena Molchanova, Margaret Leonard and Fatuaiga Dr Lorraine Petelo, for Ako Aotearoa National Project Fund, (2018)
https://ako.ac.nz/knowledge-centre/evaluating-pasifika-success-toolkit/

and resource

25. **Pasifika Success Indicators (PSI) Tool**
https://ako.ac.nz/knowledge-centre/evaluating-pasifika-success-toolkit/pasifika-success-indicators-tool/
26. **Articulating a pedagogy of success for Pacific students in tertiary education.**
Dr Margaret Southwick, Wendy Scott, Jean Mitaera, Theresa Nimarota and Louise Falepau, for Ako Aotearoa National Project Fund (2017).
https://ako.ac.nz/knowledge-centre/success-pedagogy-for-pacific-students/articulating-a-pedagogy-of-success-for-pacific-students-in-tertiary-education/
27. **Holistic teaching and learning practices of Pacific PTEs: Le so'otaga – bridging the divide**
New Zealand Institute of Sport, for Ako Aotearoa National Project Fund
https://ako.ac.nz/knowledge-centre/le-sootaga-bridging-the-divide/
28. **Pacific learner success in workplace settings**
Debbie Ryan, Lisa Kitone and Racheal Fleming
https://ako.ac.nz/knowledge-centre/pacific-success-workplace-settings/research-report-pacific-learner-success-in-workplace-settings/
29. **Educational practices that benefit Pacific learners in tertiary education**
Cherie Chu *et al* (2013) for Ako Aotearoa National Project Fund.
https://ako.ac.nz/knowledge-centre/pasifika-learner-success-tertiary-education/summary-educational-practices-that-benefit-pacific-learners-in-tertiary-education/

Industry/workplace - curricula, learning designs and teaching strategies

30. **Identifying authentic teaching strategies that build employability skills**
Eastern Institute of Technology and Whitirea New Zealand, WelTec, for Ako Aotearoa Regional Hub Project Fund
https://ako.ac.nz/knowledge-centre/teaching-strategies-that-build-employability/
31. **Evaluating the effectiveness of support interventions for dyslexic learners in multiple learning environments**
Primary ITO, Whitirea NZ, Capital Training, Service IQ, the Skills Organisation, for Ako Aotearoa National Project Fund, (2018)
https://ako.ac.nz/knowledge-centre/interventions-for-learners-with-dyslexia/

and PLD workshop

https://ako.ac.nz/professional-learning/teaching-practicestrategies/supporting-adults-with-dyslexia-in-tertiary-education-and-training-an-introduction/
32. **Principles of on-job assessment for industry training**
Anne Alkema and Heather McDonald, for Ako Aotearoa National Project Fund, (2016)
https://ako.ac.nz/knowledge-centre/good-practice-assessment-itos/research-report-principles-of-on-job-assessment-for-industry-training/
33. **Non-completers in industry training**
Industry Training Federation, for Ako Aotearoa National Project Fund (2016)

34. **Contextualising vocational programmes to match institutional and industry settings**
Collaboration with Toi Ohomai Insitute of Technology, Eastern Institute of Technology, Ara Institute of Technology, and Nelson Marlborough Institute of Technology, for Ako Aotearoa Regional Project Fund, (2015).
https://ako.ac.nz/knowledge-centre/contextualising-vocational-automotive-programmes/contextualising-vocational-programmes-to-match-institutional-and-industry-settings-the-good-practice-guide/

35. **Filling the knowledge gap for the NDBA Level 5**
Toi Ohomai Institute of Technology
https://ako.ac.nz/knowledge-centre/filling-the-knowledge-gap-for-the-ndba-level-5/

36. **A collaborative approach to mentoring: A model for ITOs and Employers**
DownerNZ, Connexis ITO and Primary ITO for Ako Aotearoa National Project Fund (2016).
https://ako.ac.nz/knowledge-centre/project-based-learning-in-visual-arts-and-design/project-based-learning-in-visual-arts-and-design/

Ako Aotearoa professional learning and development workshops

37. **Wide range of evidence-based workshops designed to support teaching and learning for educators, support staff, managers through public, in-house and online delivery.**
PLD Programme page:
https://ako.ac.nz/professional-learning/

Topic areas include:
Teaching practice/strategies; student engagement; supporting Māori learners; supporting Pacific learners; Literacy, numeracy and cultural capability; assessment; online learning; mentoring; vocational, and professional practice.

Full 2019 list at:
https://ako.ac.nz/assets/Professional-Learning/ca5fc17e68/FLYER-Ako-Aotearoa-Professional-Learning-Programme.pdf

38. **Adult literacy, numeracy and cultural capability professional learning and development programme**
Ako Aotearoa for the Tertiary Education Commission
https://ako.ac.nz/professional-learning/alnacc/