

Ako Aotearoa

Highlights of our work in 2020



Pūmautanga

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

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This Highlights report has been written to maximise the
British Dyslexia Association guidelines for neurodiverse/dyslexic readers



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Mihi

Mauri ora ki a Ranginui!
Mauri ora ki a Papatūānuku!
Mauri ora ki a tātou te tangata!

Māringiringi tonu ana ngā roimata
I te ao whānui
Mō te tini o te tangata
I hingahinga ake i te autāia mate urutā
I te tau kua pahure, ā, haere ake nei

Ka ngarue te whenua, tū tonu ngā mahi!
Ka haruru ngā rangi, tū tonu ngā mahi!
Hāpainga, hikitia, ākina mai rā!
Te mana, te tapu, te ihi, te wehi!

Ki a tātou ngā mōrehurehu o rātou mā
E toitū tonu nei i te mata o te whenua
Kia mau, kia ū, kia manawanui tātou!

May blessings be upon our Skyfather!
May blessings be upon our Earthmother!
And may blessings be upon us the people!

An outpouring of tears continues
Across the world
For the myriads of people
Who have succumbed to Covid-19
In the past year and currently

Though the land trembles, our work continues!
Though the skies thunder, our work continues!
Let us support, uplift and affirm!
Our authority, sanctity, inspiration, and respect!

To us, their survivors
Who still remain across the land
Let us be steadfast, resolute and strong!

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.

Tō Mātou Whainga

Our Goal

**Nā āheitanga ā-mātauranga,
Ko angitū ā-ākonga**
Building educational capability
For learner success

We hold a vital place in Aotearoa, New Zealand's tertiary education landscape as an agent of change for quality teaching and learner success.

We are committed to enhancing the quality of teaching and learning across tertiary-level education. Our work aims to strengthen how educators and their organisations deliver high quality provision for all learners.

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Director's Welcome

Tēnā koutou katoa, talofa lava, malo e lelei, kia orana, bula vinaka, ni hao, namaste, greetings. Mauri ora ki a tātou te tangata. May blessings be upon us the people.

Reflecting on 2020, I am both hugely relieved and pleased to report that we were able to achieve our strategic and business plan goals and objectives for 2020 despite the responsibilities and challenges of operating under Covid-19 conditions. I am extremely proud of how the Ako Aotearoa team were able to identify, adapt and respond in an agile way to the pressing and emerging needs of the sector. I am also grateful to our host organisation, Massey University Vice-Chancellor Professor Jan Thomas, Provost Professor Giselle Byrnes and the senior leadership team, for ensuring the Ako Aotearoa team was able to continue to operate throughout 2020 in a healthy, safe and supportive working environment. Ka nui te mihi atu ki a rātou mō te mahi nei.

Our strategic areas of work in 2020 are explored in more detail throughout this report and were as follows:

1. Establishing a professional standards framework for Aotearoa/New Zealand.
2. Innovative professional and learning programmes and opportunities.
3. Te Hīkoi Whakamua – Achieving equity and success for Māori in tertiary education.
4. Supporting Pacific peoples' needs and advancement to achieve parity of success in tertiary education.
5. Enhancing the effectiveness of our knowledge base.
6. Embedding the new model for adult literacy and numeracy education and cultural capability.
7. Ako Aotearoa is a leading authority on, and peak body for, the whole of the tertiary sector.

Ambitious in scope, the plan reflected the many partners, tertiary education organisations and stakeholders we work with and for to support learner success through building sector educational capability.

Highlights included our team pulling together and achieving in two weeks our first ever virtual [Tertiary Teaching Excellence Awards](#) ceremony. Awardees and special guests (including babies and pets) joined us from their offices, kitchens and living rooms to create a truly special and memorable experience.

I was also proud that, through our co-hosting partnership with [Skills.](#), together we achieved the first ever virtual [New Zealand Vocational Education and Training Research Forum](#). Presenters, both international and local, were phenomenal, as was the team that produced and delivered this wonderful event. He mihi whakawhetai ki a koutou te tima Skills, me Ako Aotearoa hoki.

We had positive results in key service delivery areas that on closer look indicate the possible impact of Covid-19 on our fulfilment of some objectives. For our [professional learning and development \(PLD\) programmes](#), under Covid conditions we refocused to provide all PLD through online delivery.

We saw an increase in PLD uptake in 2020, with 200 more participants, and a 15% increase compared to 2019 results (1,287 compared to 1,099 participants in 2019 – General and ALNACC PLD combined). Quality ratings in high to very high were slightly down at 88% for 2020, compared to 94% in 2019, and for value, 81% rated as “valuable to very valuable” compared to 87.8% in 2019, which may reflect the change to online only delivery.

For web views, these were up by 42,654 on 2019 figures (from 215,555 to 258,209), average time spent was down from 12.31 to 10.51 minutes. While unique users went down 81,355 to 71,501, our unique downloads went up 3,000 (from 24,919 to 27,919). Social media engagements were up by 1,985, from 3,404 in 2019 to 5,389 in 2020.

The success of virtual formats continued to influence our decisions for other forums during 2020, including Tuia Te Ako, the Māori tertiary education forum, and the Pacific Tertiary Education Fono. This will continue through 2021 to ensure both sustainability and resilience in programme provision.

Kia mau, kia ū, kia manawanui tātou!
Heoi anō, nāku noa, otirā nā mātou katoa,



Nā Helen Lomax
Director | Tumuaki
Ako Aotearoa

Unite
against
COVID-19

Relentlessly committed to the delivery of quality teaching and learning services to the tertiary sector

As outlined in the Director's Report, we were able to achieve much of our strategic and business plan goals and objectives for 2020, despite the responsibilities and challenges of operating under Covid-19 conditions.

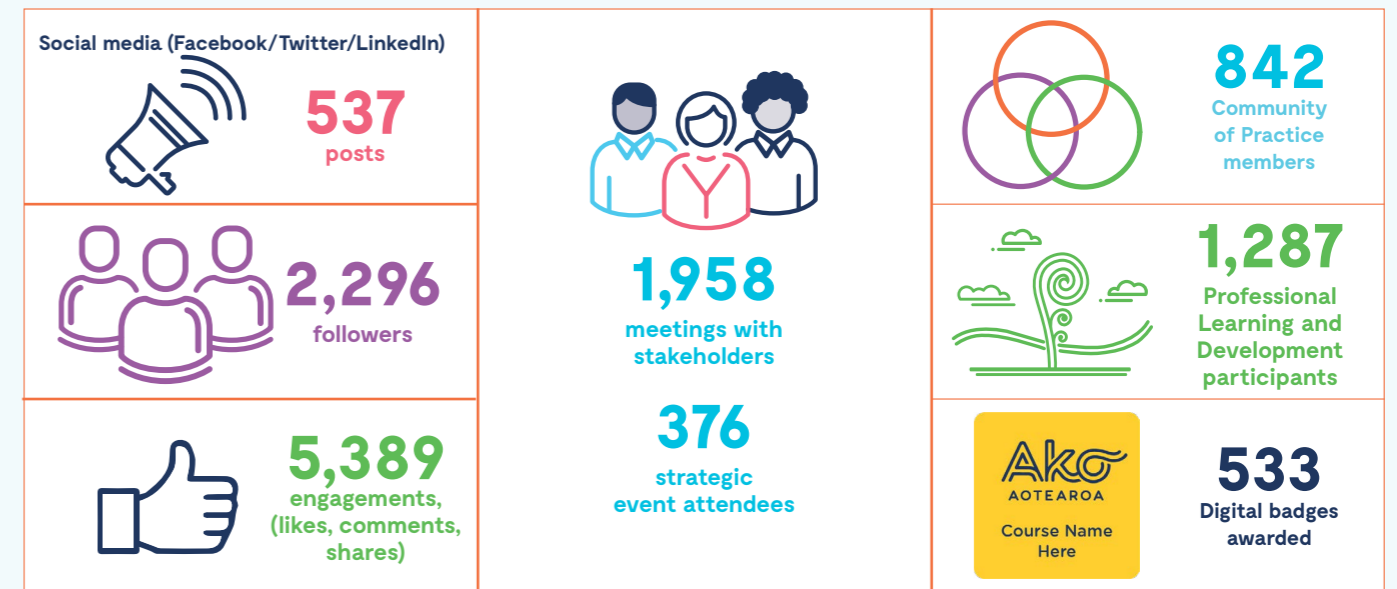
The 24 March 2020 will be firmly etched in everyone's memories as the country swiftly moved into a “lockdown” situation not previously experienced in Aotearoa. Working remotely “from home” became the new normal. Our dispersed team excelled in adjusting to this new normal, connecting with and supporting each other; always working to maintain a continuity of service for others during this extremely challenging time. The engagement and feedback from people working across the sector reflects this and shows how much they appreciated our efforts.

Examples of what we adapted:

- Moving existing popular PLD workshops to an online format – examples are listed in the PLD section, page 23. Our gratitude to the facilitators who rose swiftly to the challenge and worked so well with us to achieve this.
- [National Tertiary Teaching Excellence Awards](#) – with Minister Hipkins' approval, we reorganised the delivery of our national TTEA ceremony for 2020 to a live online session held on 7 September.
 - More than 50 attended the event, 150 watched the YouTube live stream, and 799 have viewed the recording on our YouTube channel since.
- [Tuia Te Tiriti](#) – our major Māori tertiary education hui moved online as a series of webinars from leading Māori educators. Their presentations are all underpinned by Te Tiriti o Waitangi (2020 marked the 180-year commemoration).
 - More than 60 people attended the first session on 24 November – Dr Rhys Jones talking on how to build Te Tiriti into health education in Aotearoa. (The other four sessions are scheduled for delivery in 2021).

- Co-hosting the National Vocational Education and Training Research Forum online; with a huge thank you to our co-host – Skills – led by Josh Williams.
 - Over 240 people joined in the action-packed events across the day.
- [Ako Talks](#) – in May, we launched our new online mode of sharing findings and outputs from completed teaching and learning projects – offered in live sessions and pre-recorded webinars.
- Our online Māori Cultural Capability Pathway (MCCP) and Pacific Cultural Centredness Pathway (PCCP) hosted on the [Pathways Awarua website](#), are excellent starter resources for people wanting to explore these values, in their own time.
 - Dr Mei Winitana, Ako Aotearoa's Kaiwhakahaere Māori, delivered a series of “taster” online sessions to explore traditional Māori values featured in the online MCCP modules. More than 100 people attended her sessions.
- Our Pacific team developed and delivered a variety of workshops and sessions online, including Financial Wellbeing, Advanced Pacific Cultural Centredness Pathways, and Le Va – cultural social distancing.
- Our [Adult Literacy Numeracy and Cultural Capability](#) team (ALNACC) delivered 56 workshops to over 1,000 participants across the year (a 300% increase from the previous year) – largely online.
- The [Learner Agency in Foundation-level Education](#) report was released and celebrated with a free webinar as part of the UNESCO International Literacy Day celebrations in September (Dr Damon Whitten, Pale Sauni and Saylene Ulberg were the presenters).
- Online Communities of Practice:
 - The Adult Literacy, Numeracy and Cultural Capability (ALNACC) CoP was very busy, with membership growing to 335, and 15 webinars delivered on a range of teaching and learning topics for people working across Foundation-level education.
 - We set up the Online Together CoP to assist tertiary staff with the transition to working online. Membership quickly grew to over 400.
 - The Neurodiversity CoP is our most recently launched online group.
 More information about these can be found on page 62.
- Within our organisation, our Board, Te Rūnanga Māori and Pacific Peoples' Caucus continued their meetings and mahi online as business as usual. The staff made the most of opportunities to work together in the virtual space; supporting each other's needs and new ideas, in ways that has brought the team closer together.

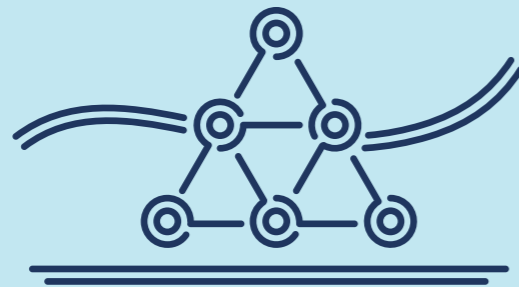
Sector services engagement



Ako Aotearoa website



Top unique page visits	Top three unique downloads from Knowledge Centre
20,349 – Adult Literacy, Numeracy and Cultural Capability (ALNACC) landing page	562 – Learning progressions for adult literacy
14,005 – Home page	524 – Goalposts: A professional development resource for new tertiary teachers in their first year
8,145 – Professional learning	512 – Resource series kit for student teachers



Priority work, events and sector engagement

Leading the tertiary sector through challenging times with a clear vision on excellent teaching and learning

This year brought about significant changes in how we worked with and for the tertiary education sector. We acknowledge the complexity of the challenges faced by organisations, communities, businesses and individuals across Aotearoa as the country swiftly responded to the COVID-19 pandemic. The impact on our own organisation was mitigated by the clear leadership and guidance we received from our host, and partners, Massey University. The Board also successfully adapted, moving rapidly to online ways of meeting throughout the year.

Our team adapted quickly to the “new normal” from the safety of their bubbles and worked tirelessly online, from their own living rooms and spare bedrooms, to prioritise support for the tertiary sector under significant pressure.

The sector was very appreciative of these new online forums, and their responsiveness was high. The following feedback from Sue McBain, Manager – Learning Design and Development, Ara Institute of Canterbury, is indicative of this:

“I have personally really valued the Ako Aotearoa Facebook page. It is great to have a site to share resources – very useful resources that were much appreciated.”



Our Future 2021-2023

The changes this year were also part of the planning for a new phase as Ako Aotearoa moves forward on our pathway to be Te Tiriti-led. We reviewed and evaluated our work streams, with guidance from our Board and governance groups, to ensure a smooth transition towards [Tō Tātou Anamata | Our Future 2021-2023](#).

Released in December, Tō Tātou Anamata shows our organisation’s sharper focus on its priority work and strengthened links to the aspirations outlined in our Koronga Rautaki Mahitahi | Shared Strategic Agenda (released in Dec 2018). Importantly, it also reframes our work as a Te Tiriti-led organisation.

The business plan is built around five Strategic Goals, linked to the United Nations Sustainable Development Goals and our Core Values. The plan aligns to the latest [Tertiary Education Strategy](#), released later in 2020. Other strategies from government agencies also guide our plan: Ka Hikitia – Ka Hāpaitia, the Māori Education Strategy; Tau Mai Te Reo, the Māori Language in Education Strategy; Takiala Pasifika; Te Kōkiritanga; and the Action Plan for Pacific Education 2020-2030.

Strategic Goal 1	Te Tiriti o Waitangi guides all that we do as we seek to be a leading body for the tertiary sector in a diverse Aotearoa New Zealand.
Strategic Goal 2	Leading changes in teaching and learning excellence and educational capability.
Strategic Goal 3	Valuing learners as partners – their diverse voices, experiences and aspirations, and those of whānau and communities.
Strategic Goal 4	Tackling racism and bias wherever it occurs with strengths-based approaches to improve educational outcomes for Māori and Pacific Peoples.
Strategic Goal 5	Building language, literacy, numeracy and cultural capability in foundation and bridging education and workplace learning.

Review of Vocational Education

We were also able to continue to contribute to the ongoing developments under RoVE in response to submission requests to inform and influence vocational and industry education sector changes. In addition to the challenges created by Covid-19, the ITP and ITO sectors have been moving apace through the multiple stages of RoVE this year.

We have been pleased to contribute to the various submissions along the way, including the [Mobilising New Worlds for NZIST](#) (Te Pūkenga), and the six [Workforce Development Centres](#). Our focus, as ever, is on the quality of delivery to learners, ākonga, trainees, apprentices and interns and we applaud the “Ākonga at the centre” approach adopted by Te Pūkenga.

Inclusive, culturally capable teaching and learning is critical, as is authentic inclusivity in the composition of Boards and governance groups, and closer ties to, and input from, cultural communities. Monitoring how ākonga are affected through the transition phases, especially in addition to the impact of Covid-19, is also essential.

We look forward to continued input to developments and meeting with key leaders in the early part of 2021.

TTEAs 2020 online

- 150 watched ceremony via YouTube livestream
- 799 total YouTube views since
- 502 views – Supreme Awardee Dr Rhys Jones video clip
- 7,460 views – FaceBook TTEA announcements

Celebrating the National Tertiary Teaching Excellence Awards online!



In early September, we obtained approval from the Minister of Education, Hon Chris Hipkins, to move the National Tertiary Teaching Excellence Awards celebration online. We were delighted with the outcome and delivered a high-quality virtual event on 7 September.

More than 50 people attended the zoom event, including family/whānau, colleagues and sector representatives. Around 150 people also watched the event via the [YouTube live stream](#).

Minister of Education, Hon Chris Hipkins' pre-recorded speech and presentation of the 'Prime Minister's Supreme Award' feature on the [ceremony video](#) at 21:05 and 1:21:58 respectively.



The 2020 awardees 'zoomed' in from their homes and offices (some under lockdown) and our wonderful MC Dr Karyn Paringātai skilfully wove the whole event together live from the University of Otago. Professor Marc Wilson, President of the Ako Aotearoa Academy of Tertiary Teaching Excellence, welcomed the awardees as the newest members to the Academy cohort, and our Kaihautū Mātauranga Māori – Dr Joe Te Rito and Alexia Tuhi – looked after the tikanga for the whole event.

While this was a departure from our usual parliamentary event, we were thrilled to deliver an exciting and moving celebration to acknowledge these excellent teachers, with a much wider group of people included.

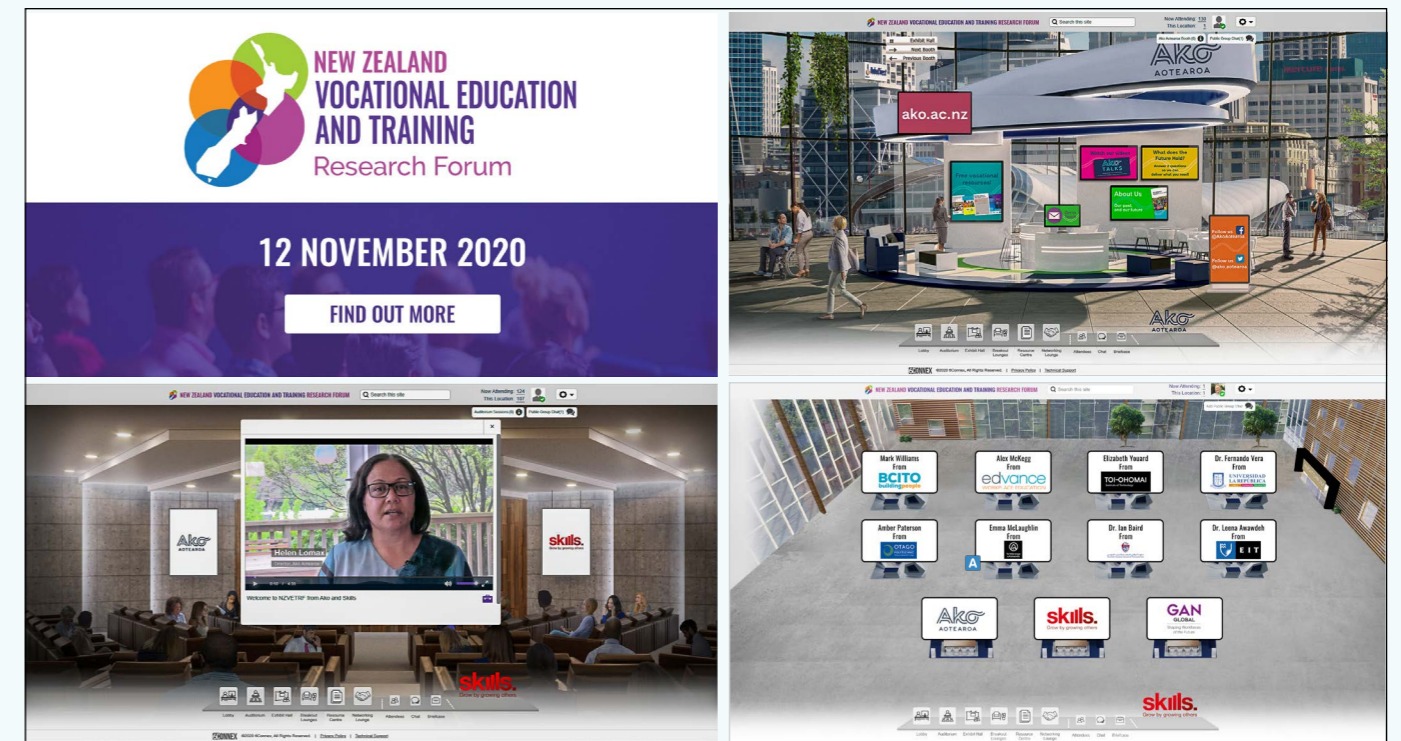
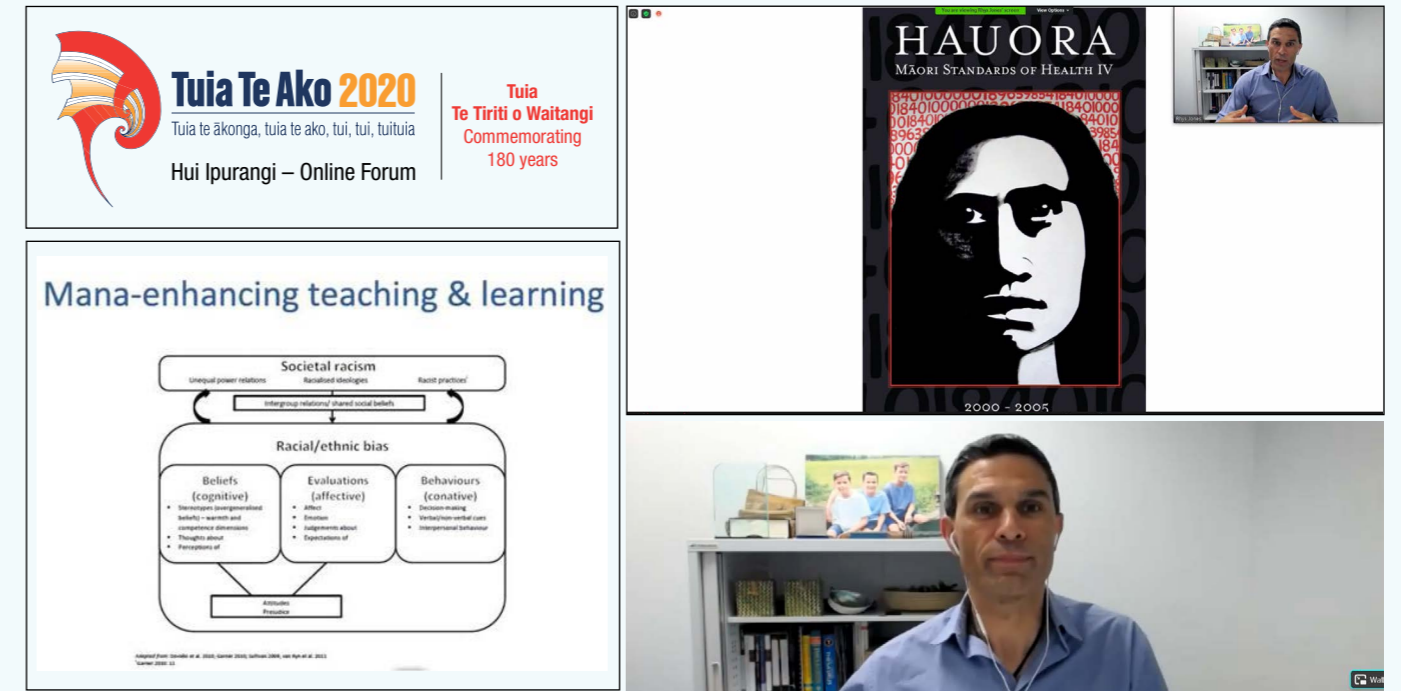


Images above: Prime Minister's Supreme Award winner – Dr Rhys Jones, The University of Auckland; MC – Dr Karyn Paringātai, University of Otago, and Academy President – Professor Marc Wilson, Victoria University of Wellington.

Our online strategic events

Top images: Tuia Te Tiriti webinar series – Dr Rhys Jones' presentation launched the series on 24 November.

Lower images: Screenshots from the first ever online NZVETRF, 12 November.



Tuia Te Tiriti webinar series

Also responding to the challenge presented by the Covid-19 restrictions, we changed the delivery of our national Māori tertiary education hui from a two-day, face-to-face event to an online series of five 1.5-hour presentations. The series commenced in November 2020 and continues until September 2021.

The theme for the series marks 180 years since the signing of Te Tiriti o Waitangi. Each of the five presenters responds to this within the context of their own disciplines and expertise. We believe that by connecting tertiary education and Te Tiriti o Waitangi we can learn from the past, share current good practices, and plan for a Tiriti-led future.

New Zealand Vocational Education and Training Research Forum

Skills and Ako Aotearoa began planning this year's forum during lockdown, and the decision to deliver an "online only" event proved to be prudent even though the event was held in November. More than 270 virtual attendees joined the high-quality keynote, concurrent and panel sessions throughout the day.

The four keynote presentations provided great insight to the current situation and the challenges for apprentices and workplace learning globally and across Aotearoa in relation to Covid-19 (Professor Stephen Billett, Griffith University; Nazrene Mannie, GAN Global; Professor Leesa Wheelahan, University of Toronto; and Dame Karen Poutasi, Waikato DHB Commissioner).

The look and feel of the online event were enhanced by the stylish 6Connex Virtual Events front-end platform that helped people to feel welcomed to a conference rather than just another Zoom session.

A heartfelt thanks to our co-host team at Skills, led by Josh Williams of Skills International. Josh also fronted the launch of GAN New Zealand, which is the latest regional group to join the Global Apprenticeship Network. GAN NZ will focus on creating a "genuinely cross-sector network for educators and industry players in support of work-based learning and apprenticeships".



Supporting Learner-led events

ITP Student Summit, October

[New Zealand Union of Students' Associations](#) gathered in October for their COVID-safe ITP Student Summit at the Ministry of Education buildings. We were delighted to sponsor this event and join the highly motivated group for some of the busy two-day programme that included a discussion with Te Pūkenga representatives, and an interactive session with our Senior Professional Learning Advisor John Milne about how ITP learners can be supported through their studies.

Attendee output from the group session on Day 1:

Whakamaua te pae tata kia tina
Take hold of your potential so it becomes your reality...
We are descendants of explorers, discoverers and innovators
who used their knowledge to traverse distant horizons.
Our learning will be inclusive, equitable and connected so we
progress and achieve advances for our people and their future
journeys and encounters.
Whaia te pae tawhiti kia tata!
Explore beyond the distant horizon and draw it near!

Our thanks to the hardworking NZUSA team organising the summit: Isabella Lenihan-Ikin, NZUSA President (centre below), and Co-Vice Presidents Sam Smith and Matthew Schep (image, left and right respectively).



Learner-led events

Top image: David Earle, Ministry of Education; Helen Lomax, Ako Aotearoa; Ali Leota, Taura Pasifika; Nohorua Parata, Te Mana Ākonga, and Andrew Lessells, EIT.

Lower image: Student representatives at the NZUSA-hosted ITP Student Summit in Wellington.

Opposite image: Taura Pasifika members gathered in Wellington during November.



Taura Pasifika Fono, November

We were also delighted to join [Taura Pasifika](#) (the national body representing Pacific Student voice) at the same venue a month later. The organising committee, led by Ali Leota of NZUSA, gathered around 50 Pacific representatives from all over Aotearoa. With the theme “steering our own path”, the key aim of the fono was to “equip students with the skills and knowledge to enable them to be effective contributors within tertiary institution decision-making spaces that impact the lives of Pasifika students”.

Our Director Helen Lomax was pleased to speak with the group about the work of Ako Aotearoa and how we may identify opportunities to further enhance our support for what they do.

The Ministry of Education ran a workshop called “Normalising student voice” to help bring a Pasifika student lens to the Student Voice Framework.

They also held a talanoa session with Associate Professor Luamanuvao Dame Winnie Laban (Assistant Vice-Chancellor (Pasifika), Victoria University of Wellington and Universities New Zealand Komiti Pasifika Chair) on working with Pasifika Senior Leadership.



Image left to right:
 Dan Gordon, Mayor of Waimakariri; Colin McGregor, Te Tumuaki/ Director, ACE Aotearoa; Dr Duncan Webb, Labour MP for Christchurch Central; Jennifer Leahy, Ako Aotearoa Southern; Helen Leahy Pouārahi, Chief Executive, Te Putahitanga o Te Waipounamu, and Charmaine Tukua, MC, Ara Institute of Canterbury.

Adult and Community Education

Ahurei Ākonga | Festival of learning



Ako Aotearoa supported ACE Aotearoa with its annual Ahurei Ākonga Festival of Learning in Christchurch. Twelve Adult Education providers collaborated to provide the “Portraits of Learning” art exhibition featuring 33 learners and stories about their learning journeys.

We were delighted to support this event and acknowledge the contributors: Avebury House, English Language Partners, Hagley Adult Literacy Centre, Hōhepa, Literacy Aotearoa, Literacy Christchurch, Network Waitangi Ōtautahi, Richmond Community Garden, Risingholme Community Centre, SkillWise, and Workers’ Educational Association.

Other contributors: Crusaders, Department of Corrections, Peeto Multicultural Resource Centre, and Te Pūtahitanga.

An opening celebration was held at Tūranga (Central City Library) to recognise the participants. The event ran for four weeks in that space and then moved to another library. Anecdotal feedback from staff at both venues indicated the exhibition was very successful, drawing much interest, significant foot traffic and positive feedback from visitors.

A tutor at Hagley Adult Literacy Centre reflected on the event highlights and the benefits of diverse learners sharing their learning journeys:

“How wonderful I thought the event was, showing amazing examples of learning from prisons, stroke recovery, refugees and beyond. I really enjoyed meeting and chatting with the people [exhibitors] ...”

Other highlights

Launch of Guide for Professional Teaching Standards in Aotearoa

In December, we launched a Guide for educators to use the Professional Standards Framework in an Aotearoa cultural context. This will help kaiako or teachers apply for Fellowships and provides better support for local accreditation.

This work is as a result of our international collaboration with AdvanceHE focused on aligning the Professional Standards Framework with the Aotearoa New Zealand context. Expertise for the guide was generously provided by staff in wānanga, universities and institutes of technology and polytechnics.

Ako Aotearoa Academy launches the ‘Talking Teaching – the Remote Edition’ website

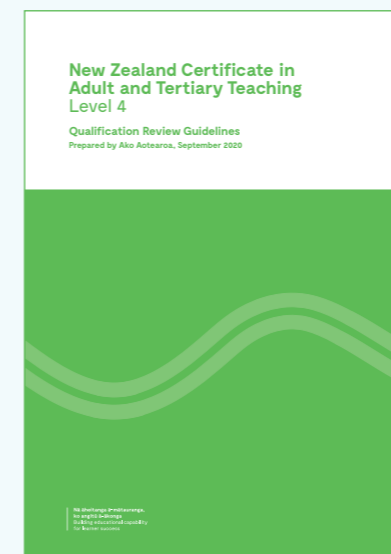
The challenges faced by Covid-19 meant that ‘Talking Teaching’, the Academy’s flagship event with Ako Aotearoa, could not proceed in 2020. However, members of the Executive developed their own response to the increased need for resources for teaching and support staff.

They launched their new website, Talking Teaching–the Remote Edition – <https://www.talkingteaching.nz/> – and used it to launch the Academy’s inaugural webinar on 19 September. The timely session was delivered by the Academy Executive President, Professor Marc Wilson (Victoria University of Wellington) and focused on supporting the mental health of teachers.

NZQA qualification review and updated guidelines

This year, as part of Ako Aotearoa’s role as qualification’s developer, we undertook a review of the fourteen adult education and training qualifications¹. The qualifications have been reviewed and the documentation is now with NZQA.

The review gave us the opportunity to check with stakeholders to ensure the qualifications are relevant, fit for purpose and continue to meet the needs of the learners, industry and stakeholders. These qualifications are an important way to help ensure that our learners gain a quality experience that meets their needs. We look forward to developing this valuable resource further.



¹The qualifications are from level 4 to level 6 and cover Adult and Tertiary Teaching, Assessment Practice, Learning Design, Pasifika Teaching, Language Teaching, Adult Literacy and Numeracy Education, and Education Technology.



Innovative Professional Learning and Development (PLD) Programmes and Opportunities

80

PLD workshops delivered
(in-house and online)

1,287

Attendees total
(532 General,
755 ALNACC)

88%

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

81%

respondents rated our
workshops 'valuable to very
valuable.'
(34% response rate)

"Useful overview, thank you. I really appreciate Ako Aotearoa running these free webinars which I have been enjoying as my PD funds are currently frozen."

New opportunities emerge from challenging times

While the lockdown had an immediate impact on our ability to deliver professional learning and development workshops and events face to face, it created opportunities for more online delivery of our [Professional learning and development \(PLD\) programme](#). We attracted 1,287 participants to the programme: 532 attending 39 workshops from our General PLD topics, and 755 attending 41 workshops and courses from the ALNACC offerings.

"Just a big thank you for the awesome workshops you ran during lockdown – and now ongoing. So good to get input and new ideas and meet others doing the same work – have been inspired! Ako Aotearoa is a great organisation doing tino pai mahi!" *Respondent, ALNACC sector survey, June.*

We adapted some topics and courses to online formats, e.g. "[An Introduction to Te Tiriti o Waitangi](#)" by Heather Came; "[Leaders growing leaders](#)" with Dr Debbie Ryder and Gwen Davitt; "[Assessment that supports learning](#)" with Michael Few; and "[Mentoring in education](#)" by Dr Lesley Petersen.

Responding to people's increased need for assistance with working online, we added extra sessions of Ruth Boal's popular workshop "ePosts online – Enhancing tertiary learning and teaching through technology". These were promptly filled. We thank the PLD facilitators and staff who enabled this swift response.

Participant feedback on workshop benefits:

- **Introduction to Dyslexia** – "Information about the conditions, and challenges people with dyslexia may face. All information in the first two sessions were extremely helpful."
- **Leaders Growing Leaders** – "The connection to the research, it's findings and potential impact on leadership practice. Korero with others on the programme."
- **Numeracy Toolbox** – "I found Damon's slides and style of presenting the PD the most direct, simplistic, interesting and valuable [workshop] that I have seen in a long time. You made it easy to participate and enjoy."
- **Mentoring in Education** – "This course made me be more organised and prepared in mentoring rather than adhoc."

Additional support online for teaching and learning

We now facilitate three online Communities of Practice (CoP) to support the sector in emerging areas of enquiry and need in teaching and learning. These spaces became even more important since Covid-19 to connect and share ideas, issues and professional learning with group members.

The [Adult Literacy, Numeracy and Cultural Capability CoP](#) increased its membership to 338 people working in foundation education. The CoP provided a great platform for our ALNACC team to share its expertise through 15 free, short webinars to 297 attendees. Topics included: Le Va – Pacific cultural social distancing.

Eighty-two percent of respondents rated the quality of the webinar they attended as 'high to very high quality' and 73% of respondents rated the workshops as 'valuable to very valuable' (55% response rate).

Other CoP member feedback:

- “Outstanding presentation, laid back, good timing, a nice mix of talking, examples and research.”
- “Pale and Saylene are just so caring and knowledgeable in their areas. The more I can understand about my Pacific Island students the better it is for us to exchange our expertise in the tuakana-teina way.”
- “Damon is very competent, very knowledgeable, and makes maths/numeracy simple and fun.”

Online Together: NZ Tertiary CoP

Launched in April, this [online group](#) was another way we responded to the sharp increase in teachers, tutors and support staff needing assistance as they moved to working online full-time. The group's membership swiftly grew to 419, with links to useful, free resources about working online.



We received the following feedback from appreciative staff:

“I have personally really valued the Ako Aotearoa Facebook page. It is great to have a site to share resources – very useful resources that were much appreciated”. Sue McBain, Ara Institute of Canterbury.

“I also want to shout out to the Online Together FB page which was a nice community of practice to be able to go to during the period of Emergency remote teaching.” Jude Douglas, Whitireia and WelTec, Porirua Campus.

Neurodiversity CoP

Our [newest community](#) now has over 100 members actively engaged and sharing information/resources across New Zealand. More information about this on page 64.

We also support a sector-led Language, Literacy and Numeracy Professionals CoP with around 30 members to date. This CoP has increased our understanding of how Ako Aotearoa can support the tertiary sector (especially with LLN). A working group has been formed to provide sector input to the Tertiary Education Commission on the LLN needs of the tertiary sector.

Ako Talks – supporting community with knowledge from our projects

In May, we launched the new online initiative [Ako Talks](#) to share key information from our recently completed and relevant projects. Ako Talks topics are essentially presentations delivered by project leads in either short, interactive webinars or 10-minute pre-recorded video clips. We were pleased to launch the completed project “Hūtia Te Punga” as an Ako Talks webinar on 28 May with around 80 people attending. Read about this project in our Māori Success section on page 31, and see the full list of Ako Talks for 2020 in the Knowledge-based funding section on page 53.

Ako TALKS

Proudly brought to you by Ako Aotearoa
E tautoko ana i te hapori – supporting the community



Heather Came, workshop facilitator

Our Introduction to Te Tiriti o Waitangi workshop

Our [introductory workshop to Te Tiriti o Waitangi](#), facilitated by Heather Came (Senior Lecturer, AUT and Te Tiriti specialist), moved to an online format in May after a very positive face-to-face pilot in late 2019. Heather's facilitation skills and Te Tiriti experience ensure a high quality, culturally safe and positive opportunity for participants to build clarity around their understanding of this important agreement.

Fifteen workshops in total were delivered throughout 2020 to 256 participants. Interest in the workshop has continued to grow throughout the year; requiring us to contract an additional expert facilitator to respond to the growing demand.

Participant feedback to our Te Tiriti o Waitangi workshops:

- “This was a superb workshop, challenging and informative, it has radically shifted my attention on the Tiriti and my responsibility. There is much to reflect on, we haven't stopped talking about it. A huge thankyou!”
- “The importance of Te Tiriti – as the most powerful piece of legislation that I should try to be mindful of because that is the right thing to do.”
- “An absolutely brilliant workshop and lots of good discussions had. I'm sure this korero will continue within our organisation moving forward.”
- “I expect that I will be able to show more cultural and contextual awareness of the colonial context that I am working in...”



Supporting Māori success

Achieving equity and success for Māori in tertiary education

'Ahakoa ngā piki me ngā heke, ka angitū tonu mātou'

Despite the peaks and troughs, we were still successful

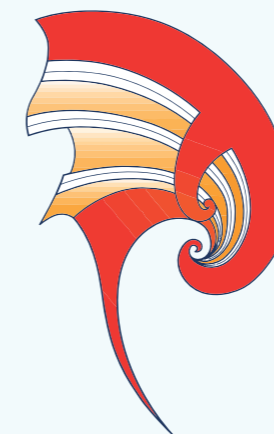
Despite the trials of Covid-19 in 2020, we had a good year with our achievements through the business plan for Māori learner success. It was a year in which our Board, Te Rūnanga Māori and the Pacific Peoples' Caucus progressed our Tiriti-led agenda under the combined governance body especially convened for this purpose, Te Rōpū Whakamana Tiriti.

This 'top-down' approach paved the way for the 'bottom-up' approach by management where our being 'Tiriti-led' as an organisation gained traction and paved the way for our various initiatives to make significant progress.

Te Rōpū Whakamana Tiriti was established at governance and managerial level, with a high level of co-operation among the staff as we 'hunkered down' in our bubbles working in isolation and online. The effects of this work have percolated down throughout the organisation.

We experienced a pleasing rise in demand for our new Te Tiriti o Waitangi workshops; the successful launch of our Tuia Te Tiriti webinar series; increased enhancements to and offerings of the [Māori Cultural Capability \(MCCP\)](#) online resource; ongoing demand for our [Kia Eke ki te Taumata](#) workshops; and the commencement of design work for the new Te Pātaka Rauemi Māori section on our website, giving easier access to all our Māori resources by online users.

Below are profiles of some of these successful initiatives, including projects.



Tuia Te Ako 2020

Tuia te ākonga, tuia te ako, tui, tui, tuituia

Our Māori tertiary education hui

Tuia Te Ako – Tuia Te Tiriti

This year's theme for our flagship Māori tertiary education hui was woven around the 180-year commemoration of the signing of Te Tiriti o Waitangi. Specific focus was given to connecting tertiary education with Te Tiriti o Waitangi; so we learn from the past, share current good practices, and plan for a Tiriti-led future.

This event was originally planned as a mid-year two-day face-to-face hui with our sponsors/co-hosts Massey University, but of course to no avail. However, we worked hard to minimise the impact of restrictions caused by COVID-19, so we could still bring people together. The new [online format of 5 live zoom sessions](#) delivered at intervals over the coming months, offers opportunities for a wider range of people to find out how Te Tiriti can be built into tertiary education and how it may relate to their own teaching and learning contexts.

Moving the event online aimed to increase accessibility, particularly for those people facing changes in availability, organisational policy or budget allocation to attend a longer face-to-face hui.

Dr Rhys Jones from Te Kupenga Hauora Māori, The University of Auckland delivered the first presentation on 24 November – titled “Transforming health professional education to achieve a Tiriti-compliant health sector”. Forty-six people attended the session, which was chaired by Professor Papaarangi Reid (Tumuaki of Te Kupenga).

Eighty-five percent of post-webinar survey respondents rated the session ‘high to very high quality’ and 80% of respondents rated the session ‘valuable to highly valuable’ (44% response rate).

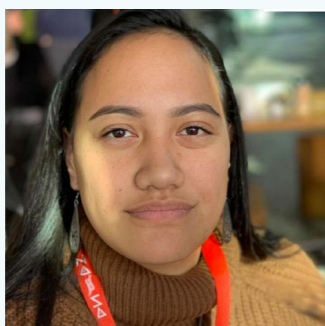
Respondents described how they intended to share the information with colleagues, students, managers, allied professionals and whānau. Some indicated they would like more sessions around health inequalities, Te Tiriti compliance, and working with practitioners to address racism.

The remaining four online presentations run from early February to September 2021:

- 24 Feb - Professor Margaret Mutu, The University of Auckland
- 1 April - Mamaeroa Merito, Te Mana Ākonga
- 30 June - Dr Eruera Tarena, Tokona Te Raki
- 16 September - Matiu Julian, Primary ITO



Professor Margaret Mutu
The University of
Auckland



Mamaeroa Merito
Te Mana Ākonga



Dr Eruera Tarena
Tokona Te Raki



Matiu Julian
Primary ITO

Completed project feature

“Ekea te Taumata Tiketike is an assessment tool ... it provides a structured way for educators to circumscribe their location on a pathway to greater culturally responsive practices.”

Hūtia te Punga webinar -

81% survey respondents rated the quality of the webinar ‘high to very high’ and 88% of respondents gave it a ‘valuable to highly valuable’ rating.

(32.5% response rate).

Hūtia te Punga – Lift the anchor

Led by Dr Eruera Tarena, Tokona Te Raki

The [Hūtia te Punga](#) collaborative project is part of a larger change agenda to drive systems-level change to improve educational experience and outcomes for Māori learners (see Table 1, page 32).

Led by Dr Eruera Tarena, Tokona Te Raki (Māori Futures Collective), the project explored industry, classroom and residence-based trades training within the Ngāi Tahu tribal takiwā.

Project launch – Ako Talks webinar, May 2020

We celebrated the project with the team and more than 80 people in the Ako Talks Zoom presentation on 28 May. Joining Eruera in presenting were team members Vai Punivai from BCITO and Janine Kapa from Otago Polytechnic, with other team members including Dr Porsha London and Piripi Prendergast also in attendance.

A diverse range of organisations were represented by the participants: High Schools, ITPs and ITOs, iwi-based organisations, government departments, District Health Boards, Local Council development agencies and PTEs.

Further presentations included Piripi’s online one with Ara Institute of Canterbury (as part of the institutions PD programme), and Eruera’s session at the online New Zealand Vocational Education and Training Research Forum in November (see page 12 for more details about that event).

The full and summary reports, videos, Ekea te Taumata Tiketike framework and workshop guide, are all available for free download from the Ako Aotearoa and Tokona Te Raki websites.

Table 1, next page: Levers for Change ([Summary Report](#), 2019, p. 4.)

SUMMARY RECOMMENDATIONS FOR ALL THREE SITES: LEVERS FOR CHANGE

INDUSTRY	CLASSROOMS	RESIDENTIAL
<p>Lever 1: Improve staff capability to deliver curriculum that includes education and training in te ao Māori.</p>		
<p>Lever 2: Prioritise Māori equity within the workforce. The more vocal industry is about its needs for its workforce the more it will catalyse the realigning of curriculum and support pathways for Māori to meet that need.</p> <p>Lever 3: Improve staff capability to model leadership mindsets and behaviours and develop cultural competency standards for training advisors.</p> <p>Lever 4: Create opportunities for Māori to work collectively (eg, on apprenticeships, in peer mentoring, facilitate peer-to-peer study help sessions, etc.), and create leadership opportunities that cultivate leadership models for taura Māori.</p>	<p>Lever 2: Co-construct curriculum design to meet industry requirements for a qualified workforce that can speak knowledgeably about and the sharing of te ao Māori</p> <p>Lever 3: Create culturally responsive teaching and learning pedagogies that support Māori learners to achieve as Māori. Tutors address values and beliefs in relation to the teaching principle of Ako to be both teacher and learner.</p> <p>Lever 4: Include flexible and micro credential learning pathways for learners to earn certifications of market-ready skill sets.</p>	<p>Lever 2: Link whānau, iwi, hapū and community to strengthen learning and connection to culture, language and identity.</p> <p>Lever 3: Include leadership experiences for taura and include greater connection between on the job learning and earning (eg cadetships).</p>

Table 1: Levers for change

HŪTIA TE PUNGA
LIFT UP THE ANCHOR

RELATIONAL BASED PRACTICES FOR STRENGTHENING CULTURAL CONNECTEDNESS FOR MĀORI LEARNERS IN TRADES TRAINING, AGRICULTURE AND THE POLYTECHNIC SECTOR

FULL REPORT
2019



TOKONA TE RAKI
Māori Futures Collective











Project in progress feature

Building confidence in people, sharing a sense of hope and a hunger for learning can inspire individuals and entire villages for good.

This project and its resources [including report, guide and video] offer a great koha to government agencies wanting to run programmes like this with rural and remote Māori communities. (Project report, p. 58)

Tū Te Ngana Hau – Breath of Endeavour

Led by Matiu Julian, Primary ITO

This bespoke, [collaborative, community-based project](#) is different from other initiatives introduced to Māori communities along the Whanganui River because it is driven by the Māori people of the awa.

A local agency, the Primary ITO, worked closely with community leaders to reduce existing barriers to learning towards realising the project's vision "to help a Māori community living along the Whanganui River to grow and prosper, where they are" and its long-term goal "to build skills for Māori to complete education and transition into the workplace".

Due for completion in early 2021, Tū te Ngana Hau is already transforming the lives of the people of the awa – from the rangatahi (youths) through to kaumātua. For example, to date 37 awa whānau have passed their driver's licence tests (from the learner licence to the full licence), 26 now have workplace First Aid certificates, and 20 have gained Food Hygiene certificates.

The Primary ITO provided funding, resources and "guidance from the side"; with leadership coming from local community groups, practical input from trainers and locals with the necessary skills, all underpinned by co-funding support from Ako Aotearoa.

"Perhaps the biggest success outcome to date for learners is the sense of 'Hauora' – the sense of wellness that arises from being stimulated and looked after, a sense of growth and community spirit." Project co-lead, Matiu Julian, Primary ITO.

Keys to success

- Building trust through whanaungatanga (relationship building) – doing this first and not rushing.
- 'Outsiders' – providers and funding agencies recognise the rhythm of a people and their ways of operating; acknowledging trusted people within the community to lead the way.
- Allowing locals to determine the operational, complemented by a flexible funding model to achieve greater participation, meaningful learning, successful outcomes and a heightened sense of togetherness as people grow and a community comes alive.

Feedback from whānau of the Awa, and more:

- "Tū Te Ngana Hau has empowered the people on the awa, myself included, on our journey to greater things." *Tiara Ranginui – Programme Coordinator*
- "I am looking forward to see what courses/classes there may be, and to share my new found knowledge and maybe even gain that dream job." *Savannah Murray – young mum (completed her driving course).*
- "Some [whānau] have moved into paid employment using skills and qualifications gained and all have gained new skills either to use in their current employment, their personal lives or for future employment." *Marianne Farrell – National Literacy and Numeracy Manager, Primary ITO.*
- "I'm excited for the future of Tū Te Ngana Hau. Seeing the journey from where it began to where it is now – the possibilities for the people living in our remote community are endless. Led by the community, this programme is exactly what our people need in these trying times of Covid – an opportunity to upskill, learn and be empowered." *Siobhan Marshall – Trustee, Tama Upoko Community Trust.*
- "This has been really a great opportunity for all our whānau and I am lost for words." *Aunty Jude Treanor – Awa resident, talking about the Computer skills course.*



Tu te Ngana Hau Breath of Endeavour
Mobilising education and employment opportunities in the community

Ako
AOTEAROA

Primary ITO

“This idea of success is not a single thing. It’s multiple sides simultaneously operating to ensure the best outcomes for our students.” *TWVoA Kaimahi, 2019.*

Kaikaikaroro – Enhancing student success, the learnings from wānanga

Led by Professor Te Kani Kingi, Te Whare Wānanga o Awanuiārangi



The three Wānanga in Aotearoa provide a rich opportunity for collective insight into the educational space that is created by Māori, for Māori. [This research project](#), due to be completed in early 2021, provides an analysis of the environments, pedagogies, and processes that Te Wānanga o Raukawa (TWOR), Te Wānanga o Aotearoa (TWOA) and Te Whare Wānanga o Awanuiārangi (TWWoA) use to provide their students with a uniquely Māori learning experience.

Informed by the voices of students and staff from each organisation, the findings provide a rich tapestry of the outcomes of success that the Wānanga aspire to, and the actual experiences of the students themselves.

Using Kaupapa Māori and culturally responsive methodology; and informed by data collected through semi-structured interviews and focus groups, the team gathered the perspectives of the Chief Executive Officers (CEOs), and a selection of kaimahi (staff) and taura (students) from each of the three Wānanga.

An important aspect of this research is the redefining of success by Māori, for Māori. One of the clear impacts to be expected is strengthening the collective approach of the three Wānanga, particularly when dealing with the government.

Another learning describes how a Māori world view, Māori values and pedagogy can contribute to positive experiences for all – supporting the notion that what is good for Māori, is good for all. This also highlights the opportunities and impacts for other nations' educational

approaches and the importance of valuing Indigenous ways of being and doing to increase the successful experiences for taura across the globe.

The findings are presented under the following five kaupapa:

1. **Tikanga Māori** – the foundation of tikanga, reo, uara, kaupapa and wairua Māori that informs all aspects of our daily interactions.
2. **Tikanga ā-taura** – the definitions of and journeys towards success that encompass whānau, whakapapa and restore our individual and collective mātauranga.
3. **Tikanga ā-wānanga** – our distinct approach to enable success through practice, design and delivery; our contribution to our community; and the restoration of mātauranga.
4. **Hononga ā-motu** – the connections of the broader context of Aotearoa to the 'why', the 'how' and the 'what'.
5. **Hononga ā-taketake** – our connections to our Indigenous whānau that supports ongoing learning.

The final report will be available from the Ako Aotearoa website in early 2021. (Artwork by Len Hetet, Wellington).

Professional learning and development (PLD)

In line with our journey to be a Te Tiriti-led organisation we have developed a cohesive range of professional learning opportunities designed to strengthen Māori (Tangata Whenua) and non-Māori (Tangata Tiriti) understanding of Te Tiriti and the needs of Māori learners. The PLD programme enhances and recognises the Māori cultural capability of teachers, tutors, and support staff; building their confidence to better connect with and to support their Māori colleagues and learners. They are created by Māori for everyone.

This year, we were extremely pleased to offer a range of PLD in this area, including:

1. An introduction to Te Tiriti o Waitangi – F2F and online
2. Māori Cultural Capability building – free modules available online via PathwaysAwarua.com
3. Māori Cultural Capability Pathways – online “taster” sessions with Dr Mei Winitana
4. Kia Eke Ki te Taumata – Success for Māori in Tertiary Education workshop
5. PLD partnerships – working with organisations to tailor PLD that builds staff capability

Figure 1 below illustrates how Ako Aotearoa’s five Māori-focused PLD offerings are interconnected with the Kaiako/teacher at the centre.



Workshop feedback – Māori Cultural Capability PLD

An introduction to Te Tiriti o Waitangi – Heather Came

Initially delivered as a face-to-face workshop earlier in the year, facilitator Heather Came tailored the workshop for online delivery due to Covid-19. We were extremely heartened by the surge in demand for this workshop from across the sector as the year progressed. A total of 256 people attended across both formats, with industry training organisations and private training establishments taking a large share of the places (others came from universities, wānanga and other institutions and organisations).

What participants told us:

Beneficial aspects

- Just the opportunity to listen and take things on board and the explanations helped as this is very new to me.
- Hearing an accurate historical background.
- The simply presented facts. Heather was brilliant.

Changes in practice

- Working to speak up as an ally and champion equal opportunity for Māori, as well as all marginalized groups.
- I think we will look more at the learning context of our trainees. I’m also keen to discuss our governance and hiring practice.

Kia Eke Ki te Taumata – Tama Kirikiri/Janet Te Rore

Fifty-five people attended these face-to-face workshops in 2020 with facilitator Tama Kirikiri. The number of workshops offered was limited by Covid-19 restrictions; however, 99% of survey respondents found the workshop high quality and highly valuable.

What participants told us:

Workshop benefits

- Challenging deficit thinking, Kaupapa Māori Framework, Introductions.
- This approach will benefit every single person.
- Increased flexibility of tools to use in practice with Māori.

Changes in practice

- Importance of ako and even adapting this on my own if wide team don’t wish to do.
- More critical analysis of praxis of my practice and how to honour the place Māori have in determining their own success; I have a greater confirmation of myself as Māori too.
- Learn more about Māori culture and language.

Māori Cultural Capability (MCC) “taster” workshops – Dr Mei Winitana

As an online platform, the Ako Aotearoa Māori Cultural Capability Pathway (MCCP) available on [Pathways Awarua](#) was readily adaptable in response to Covid-19. We provided a series of seven public online MCCP workshops including [lunchtime ‘taster’ sessions](#) focused on traditional Māori values that are adaptable as teaching and learning methodologies.

These “taster” workshops attracted over 100 registrations with an average 18 participants per workshop. The evaluation data showed 81% of participants found the workshops to be of high quality and highly valuable.

What participants told us about attending different sessions:

Workshop benefits

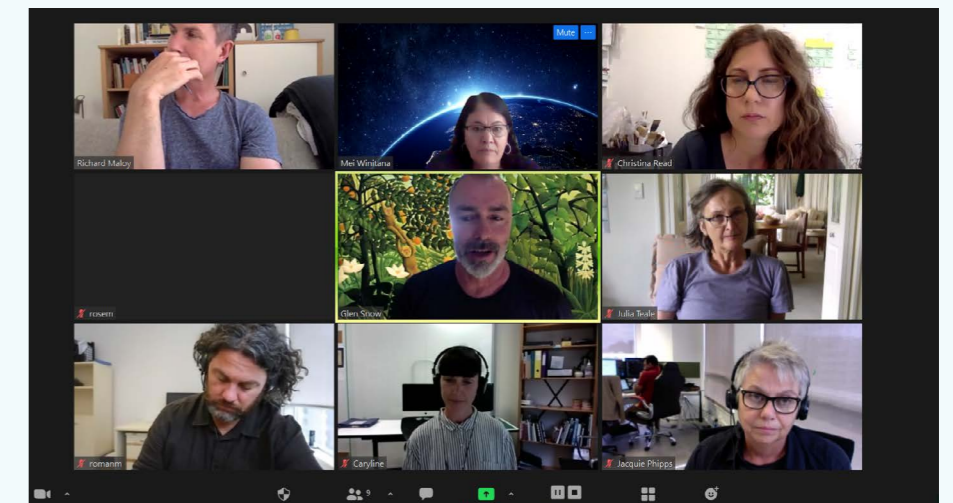
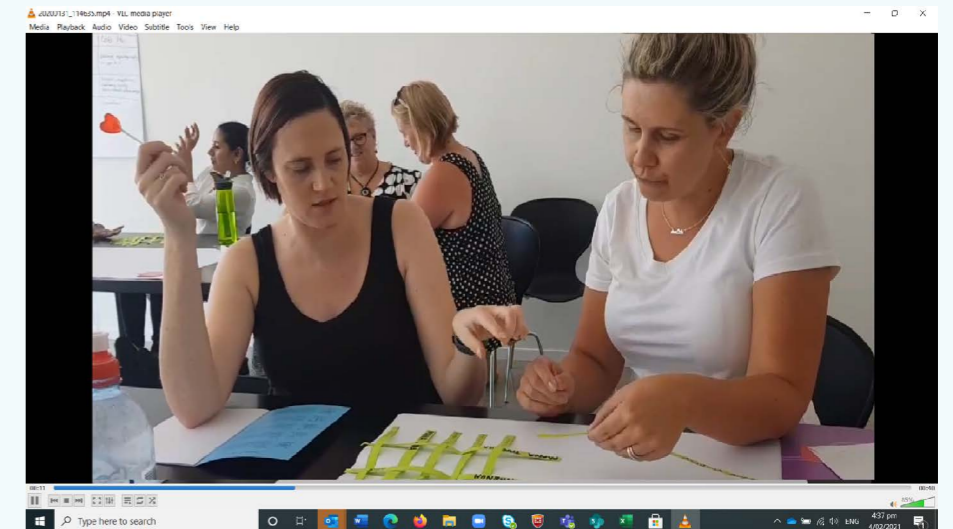
- ‘Ako/Learn-teach’ session:
“It has enabled me not to be so blinkered about what Ako is. I have tended to be quite rigid in my thinking and this is allowing me to soften my boundaries and explore it more, enquire more with others.”
- ‘Manaakitanga/Care and consideration session:
“I liked the comment about genuinely ‘being present’. Often the people we support take some time to process discussions and this can lead to long silences as we wait for an individual to respond. It has taken me a long time to become even a little relaxed about allowing that time and space to occur.”

Changes in practice

- ‘Ata Framework/Thoughtful Deliberation before action Framework session:
“I was applying the concept but hadn’t connected the term with the action. The response gave me a new way of looking at something. I appreciated the response and the fact that it grew out of a professional relationship and was not just a glib dismissive response.”
- ‘Tuakana-teina/Experienced-inexperienced:
“Zooms and webinars are new for me ... I feel like a student and makes me feel the ‘teina’ in these situations and its very rewarding to be in the position as your students can see that you learning alongside them.”

In November Ako Aotearoa commenced work with NorthTec to deliver tailored professional learning and development that supports their strategic future. Workshops focused on Cultural Competency, Te Tiriti o Waitangi and good practice teaching.

Participants at Mei’s Māori Cultural Capability “taster” workshops throughout 2020 – face-to-face and online.



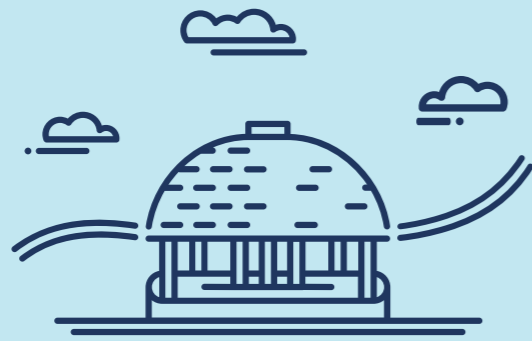
Website development

Te Pātaka Rauemi Māori

Planning for a significant update to the website to create Te Pātaka Rauemi Māori (Storehouse of Māori Resources) began this year. Aligning with Strategic Goal One in our new business plan around Ako Aotearoa being Te Tiriti-led, the space will showcase our wide range of activities to support both Māori and non-Māori working in tertiary education.

The Pātaka will contain 'kete e iri ana i tara-ā-whare'; i.e., woven baskets hanging from the rafters, each of which contain different activities or initiatives that open up at the click of the mouse.

Led by Dr Joe Te Rito – Kaihautū Mātauranga Māori and Dr Mei Winitana – Kaiwhakahaere Māori, initial planning is well underway. We are pleased to work with the reputable Māori visual designer, Len Hetet, and our website designers, Foundry Creative. This exciting addition to our site will be completed in 2021.



Supporting Pacific Peoples' needs and advancement to achieve



Our Pacific team – Pale Sauni and Saylene Ulberg

Supporting our Pacific tertiary communities and building the Pacific cultural centredness of others

The challenges created by Covid-19 were felt particularly strongly across Pacific communities and hindered the important work of our Pacific Peoples' Caucus and Pacific team.

The pandemic delayed the holding of our flagship Pacific event – Pacific Tertiary Education Fono (previously Forum) – which had been scheduled for late August. Planning, however, is underway for this event to be delivered online as a series of webinars scheduled throughout 2021.

Our Pacific team participated in and contributed to the Pacific Leadership Forum held in Auckland during lockdown. The focus of the event was to gather intelligence around the impact of Covid-19 on Pasifika communities.

Other work continued with new opportunities created to connect with people online in thought-provoking, interactive online sessions delivered by Pale and Saylene, together and separately.

Community engagement

Since the second lockdown, our Pasifika team has been connecting with high schools, tertiary organisations, and community groups, firstly to gain a good understanding of current issues and experiences for our Pasifika communities and secondly to find ways to meet the new education demands as we look forward to the new normal.

We estimate up to twenty-six providers share the impact of Pasifika students not returning to study because of the need to find employment to help their families financially.

We also know from research that without the pastoral, academic support, and mentoring face-to-face for Pasifika students, retention of information through online learning is lower than classroom learning.

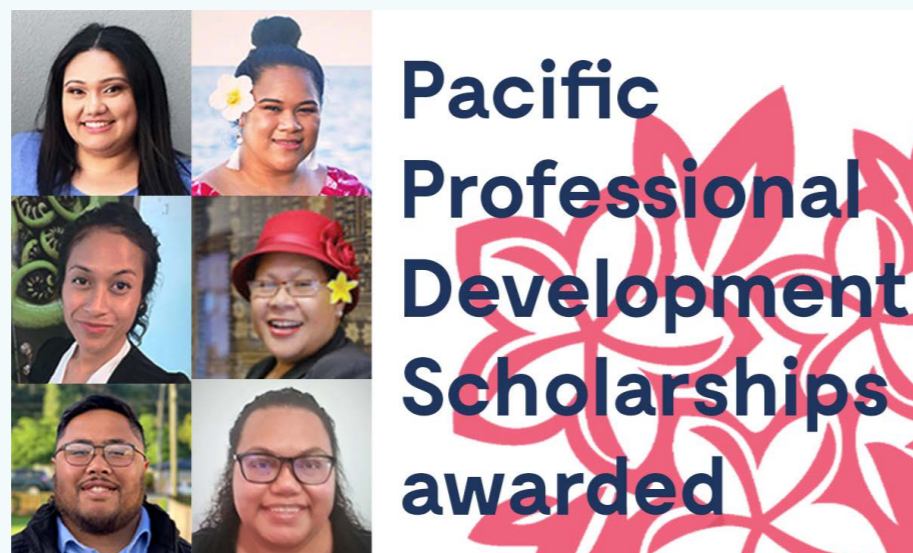
Our Pasifika team is reaching into community hubs of learning e.g., in Northland, to bring together an efficient way of working under tight financial Covid-related conditions. This community collective approach brings educators and learners together in effective ways to increase sustainability and community ownership.

Ako Aotearoa has been able to meet some of these needs by offering online webinars and follow-up Zoom meetings, along with flexible workshops in financial wellbeing, advanced Pasifika culturally-centred pathways and Le Va, cultural social distancing.

Ako Aotearoa Pacific Professional Development Scholarship recipients for 2020

Announced in December, our congratulations go to the six recipients of our 2020 [Pacific scholarships](#) designed to support Pacific staff in their professional learning and development.

Image: 2020 Pacific PD Scholarship recipients, left to right, Top row: Gemma Fa'e Kerisiano and Kiwi Helen Bridget Palasi Pesaleli. Middle row: Susan Afoa and Nina Kirifi-Alai. Bottom row: Attila Thomas Junior Ropoati-Va'a and Manaini Marama Cama.



The six recipients are:

Gemma Fa'e Kerisiano, a Student Mentor at Open Polytechnic, believes the following three activities will contribute to her “basket of knowledge”; increasing awareness and confidence “as a young Pacific woman in the tertiary sector”:

- The Wellbeing of Pacific Peoples in New Zealand (Massey University–Distance –Trimester 2, 2021)
- Engaging with Pasifika (Victoria University of Wellington – 1 Day Workshop)
- Leadership Fundamentals (Victoria University of Wellington – 1 Day Workshop)

Kiwi Helen Bridget Palasi Pesaleli is also a Student Mentor at Open Polytechnic. The scholarship enables her to complete a paper and two workshops that will assist her and the wider team in its goal to improve Pasifika learners’ engagement and success:

- Leadership Fundamentals (Victoria University of Wellington – 1 Day Workshop)
- Engaging with Pasifika (Victoria University of Wellington – 1 Day Workshop)
- The Wellbeing of Pacific Peoples in New Zealand (Massey University–Distance –Trimester 2, 2021)

Susan Afoa, a Tutor at The International Travel College of New Zealand, will use her scholarship to study a Diploma in Business, helping her to contribute to the wider Auckland community and the small Kiribati community to improve their education and career outcomes.

Tofilau Nina Kirifi-Alai is the inaugural Manager of the Pacific Islands Centre at the University of Otago. The scholarship helps her complete the dissertation part of her Masters of Indigenous Studies. The topic of this focusses on the history of the “Development of the Pacific Islands Centre” and her experiences as manager from its inception.

Attila Thomas Junior Ropoati-Va'a is an Engagement Advisor in the Learner Support Services team at WelTec and Whitireia NZ (Petone Campus). The scholarship enables Attila to study three papers at Victoria University of Wellington during 2021 – EDUC505 Place Space and Identity, EDUC539 Critical Pedagogies of place and EDUC540 Research as Praxis: Indigenous Perspectives. These papers will support specialisation in both Māori Education and Pacific Education.

Manaini Marama Cama is a Principal Learning Designer at Open Polytechnic. Manaini will use the scholarship to undertake a Master of Education (Digital Education) at Massey University, which will support her effectiveness in online teaching and learning and learner-centred leadership with a “strong Pacific perspective” that enhances the work of staff and Pacific learners.

Professional learning and development

Our Pacific team adeptly adjusted to delivering courses, workshops and webinars online – as part of the “new normal” for providing PLD to staff across the sector this year.

Around 430 staff attended PLD events run by our Pacific team during the year. Delivery began early in the year at the Ministry of Education. Pale Sauni co-presented the “Educational practices that benefit Pacific learners in tertiary education” workshop with leading Pacific educator, Dr Cherie Chu from Victoria University of Wellington. A further five in-house, face-to-face PLD events on the “Introduction to Pacific Cultural Competency Pathways” took place with the staff of two organisations: Department of Corrections and Skills Update. These were run prior to lockdown and then later in the year.

During lockdown, the team introduced the concept of “Le Va – Cultural social distancing” in their April webinar, and followed that with a webinar in May on “Learner Agency” co-presented with colleague Dr Damon Whitten. A “Financial wellbeing” workshop was also delivered that month, followed by three public online courses on “Enhancing Pacific Cultural Capability” between June and October.

Workshop participant feedback:

Our Pacific team's ability to maintain a strong Pacific warmth of welcome and inclusiveness while connecting with people online is reflected in the feedback we received from participants. Their feedback reflected the hunger for more information about Pacific cultures to inform their work:

- “I've been in the PTE sector for more than 18 years, and it's the first time I've come across the Le Va. It was amazing!”
- This was a very profound and thought-provoking workshop... enlighten me more please!”
- “I want to know more so I can best engage with my Pasifika learners. I am highly interested in attending a longer webinar. I hope this can go ahead.”
- “Thank you to the team (especially Pale) for a wonderful afternoon session. I have learned so much in such a short while.”

Other PLD participant feedback includes:

“I attended one of your online training seminars last week and was blown away by the quality of the content and delivery. We are keen to have greater access for our communities to your incredible programmes and a good place to start is ensuring our staff are aware of what you offer.” Kirstin Kane, Literacy Leader, Auckland Libraries – Learner Agency webinar.

“Thank you Pale, you are making a huge difference about understanding Pasifika. Keep up the good work. I would like to be involved in part of this programme to help other Pasifika people learn more.” Participant, Enhancing Pacific Cultural Capability workshop.

“Pale and Saylene are just so caring and knowledgeable in their areas. I also enjoyed the group of people sharing their contributions and comments. The more I can understand about my Pacific Island students the better it is for us to exchange our expertise in the tuakana-teina way.” Participant, Enhancing Pacific Cultural Capability workshop.

Digital badging – recognition of knowledge and achievement gained

[Digital badges](#) were awarded to 169 people who participated in the Introduction to Pacific Cultural Centredness workshops. During these workshops, participants were introduced to Ako Aotearoa's online tool on PathwaysAwarua.com, featuring all the ethnic-specific Pasifika groups and the values that each group believes are vital to ensure safe engagement in teaching and learning.

Completed project feature

Key findings and impact

Pacific learner participant feedback:

- “UniBound has had a huge impact on my life because it has helped me find myself and be introduced to Pasifika culture and appreciate my ethnicity as well as helping me make amazing friends and develop greater motivation to achieve.” (2017 participant)
- “Great experience meeting new people and learning a-bit more about my own culture.” (2017 participant)

Image: Betty Lealaialoto (centre) with Pasifika learners she has mentored.

Cultural Treasures: A Youth Empowerment Programme to build relationships between Pasifika students, their families, and academic staff

Led by Tarisi Vunidilo and Betty Lealaialoto, The University of Auckland

Ako Aotearoa's interest in [supporting this project](#) was its potential to reconnect a rich cultural past to the present, enabling the project to achieve the following outcomes:

- develop a cohort of young people who can empower others, be positive role models, and be humble and proud of their ancestry
- change students' behaviour, i.e., respect to those in authority, and improve time management and punctuality
- engender meaningful engagement and focus on learning
- improve attendance
- build learner self-esteem and confidence
- foster motivation to complete set tasks and assignments.

Funded through our Northern Hub, the 'Cultural Treasures' Youth Empowerment Programme at The University of Auckland was developed from this work.



Findings from this project demonstrate that between two thirds and three quarters of the Pasifika learner participants connected strongly with the different aspects of cultural knowledge and traditions covered in the programme. Eighty percent would recommend the programme to others, and 76% were interested in continuing to learn about their culture by undertaking further Pacific Studies programmes at the university.

A [Good Practice Guide](#) with project findings is available free on the Ako Aotearoa website.

Employing Talanoa research methodology in the project enabled Project Lead Betty Lealaialoto to realise the negative impact of neglecting cultural knowledge and appreciate the significance of an appropriate epistemology.



Knowledge-based funding

Enhancing the effectiveness of our knowledge base

Funding high-impact educational change projects

In 2020, the focus was directed towards supporting and completing already funded, on-going projects, so that maximum impact could be derived from this work. The approach enabled us to spread our funding and effect positive change.

Ako Aotearoa has invested in an impact-tracking tool – Vertigo Ventures (VV) Impact Tracker – that enables us to better track the impact of projects using a unique set of indicators that are followed through the progress of the project and the extension of a project after its completion.

During 2020, many of our stakeholders were provided with access to the VV Impact Tracker and staff began using it for projects as well as for Professional Learning and Development. It is heartening that Ako Aotearoa can now align funded projects to the Sustainable Development Goals (SDGs) and the Tertiary Education Strategy (TES) through this impact tracker.

Projects that contribute to practice change for learner benefit

We take this opportunity to acknowledge the hard work and dedication of our project teams, some of whom experienced significant challenges caused by Covid-19 restrictions, and congratulate those who completed the following:

- [Embedding employability in the curriculum: Strategies for the development of future-ready employability attributes within advanced and research informed programmes](#)
Professor Susan Geertshuis, The University of Auckland
- [A cross-disciplinary comparison of the approach to developing work ready plus graduates](#)
Dr Qilong Zhang, Toi Ohomai Institute of Technology
- [Hūtia te Punga](#)
Dr Eruera Tarena, Tokona Te Raki Māori Futures Collective
- [Quantext: For rapid analysis of student responses to short answer questions](#)
Jenny McDonald, McDonald & Moskal Ltd
- [Ako Ao Mariko: VR for Learning Te Reo](#)
Dr. Tauwehe Tamati, The University of Auckland
- [Whare Tapa Rima – The Five-sided Home: A Best Practice Learner Support Model](#)
Dr Susan Stevenson, FREEDOM Institute of Higher Education
- [Measuring the effectiveness of Health and Safety Training](#)
Jason Braithwaite, BeSafe Training
- [Kia poipoi nga tauira Māori: Enabling Māori student success within the visual arts](#)
Professor Piikea Herman Clarke, Te Whare Wānanga o Awanuiārangi

- [A training programme for deaf/hard of hearing tutors](#)
Victoria Lessing, Merge NZ
- [Bring your own device \(BYOD\) to field class: Integrating digital and community mapping in field-based coursework](#)
Dr Timothy Stahl, University of Canterbury
- [Investigation of initial teacher education student views of engineers and engineering practice](#)
Dr Paul Docherty, University of Canterbury
- [Work active: Supporting the “forgotten learners” in their journey to work](#)
John Grant, SkillWise (SPAN Charitable Trust)
- [Student perceptions of student evaluations: Enabling student voice and meaningful engagement](#)
Stuart Terry, Otago Polytechnic
- [Developing a law student profile: Phase 5](#)
Associate Professor Lynne Taylor, University of Canterbury
- [Teaching occupational therapy students how to integrate evidence for better clinical outcomes](#)
Linda Robertson, Otago Polytechnic
- [Teaching and learning circles: A framework for enhancing teaching culture and practice](#)
Dr Tracy Rogers, University of Otago
- [Professional learning opportunities for postgraduate specialist teachers](#)
Dr Cara Swit, University of Canterbury
- [Teaching and learning circles: Developing reflective practice and enhancing teaching culture](#)
Dr Kathryn Sutherland, Victoria University of Wellington
- [An introduction to deep thinking](#)
Dr Deb Hill, Whanganui Learning Centre Trust.

All outputs are downloadable free from the Ako Aotearoa website:
www.ako.ac.nz



Ako Talks – new way of sharing our completed projects online

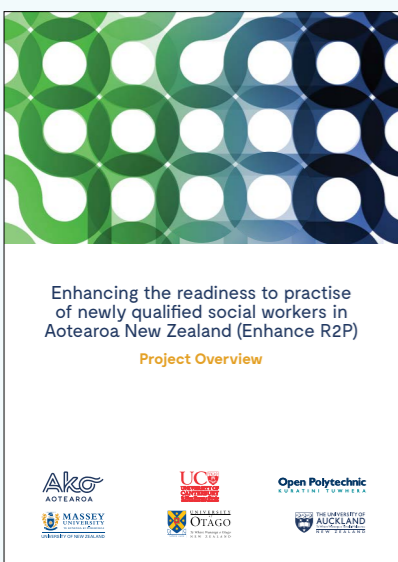
Launched in May this year, “Ako Talks” shares key information from our projects with the sector through short, live webinars or pre-recorded Q&A video clips presented by the project leads. The topics we have shared so far include:

1. [Finding the positive in forced change](#) – Dr Selena Chan, Ara Institute (video)
2. [Recovering from sudden change in an education environment](#) – Associate Professor Philippa Seaton, University of Otago (video)
3. [Hūtia Te Punga](#) – Tokona Te Raki/Māori Futures Collective (live webinar plus two related video clips)
4. [Understanding dyslexia in tertiary education](#) – Mike Styles, literacy and numeracy specialist (video)
5. [Stereotypes affecting student career perceptions](#) – Dr Wendy Fox-Turnbull, The University of Waikato (live webinar)
6. [Bring your own device \(BYOD\) to field class](#) – Dr Tim Stahl and team, University of Canterbury (live webinar).

Over 100 people attended the three live webinar sessions and the five Ako Talks video clips, located in [our YouTube channel](#), attracted 781 views.

We look forward to continuing Ako Talks in 2021.

Project impact feature



Impact from the projects we co-fund

Enhancing the readiness to practise (Enhance R2P) of newly qualified social workers

Co-led by Neil Ballantyne, Open Polytechnic and Dr Liz Beddoe, The University of Auckland

The findings and outputs [from this project](#) (completed in 2019) have had significant and far reaching effects and influence, for the institutions, professional bodies, government departments and policy making.

- In 2019, this project's Professional Capabilities Framework informed NZQA's review of social work education (conducted on behalf of Minister Tracey Martin).
- The professional association, Aotearoa New Zealand Association of Social Workers (ANZASW), also revised their code of ethics and adopted as core values the six values identified in the Framework.
- The Social Workers Registration Board (SWRB), highly supportive of the project throughout its life, plans in 2021 to use the research in a review of educational programme regulation. It is also considering replacing the current ten core competence standards with the new Professional Capabilities Framework.
- An MSD (2019) report to Minister Sepuloni stated that, "The SWRB is already considering the findings of the EnhanceR2P in its planned review of the Social Work Education Framework. All providers would then be required to update their programmes to reflect the new requirements, and NZQA and UNZ would ensure that providers update their programmes accordingly".
- The work of the project was referred to extensively in a November 2019 report from MSD officials to Minister Sepuloni. It recommended that Minister Sepuloni "discuss with the Associate Minister of Education (Hon Martin) progressing work in the short-term on responding to recommendations from the EnhanceR2P research".
- The project's findings were again referenced in a 2020 MSD Cabinet Paper on social work workforce planning; in relation to a lead agency working with NZQA and TEC and responding to the findings from the project report.

Educators benefit from the project with a range of outputs, including the creation of a taxonomy of key educational terms and a map of the curricula of each of the participating institutions, based on their curriculum documents.

These and other project outputs were presented to the Council for Social Work Education in Aotearoa New Zealand and have influenced the design of individual curricula.

Open Polytechnic is undertaking a review and improvement process for its own Bachelor of Social Work; updating courses to align with the Professional Capabilities Framework.

Through its production of articles in academic journals (four international) and ongoing citations, the team is making a contribution to the knowledge base for the social work curriculum at an international level.

Impact on learners

The research provides multiple pathways to impact on learners. One highly significant finding of the project, explored in detail in Hay et al. (2018), concerned the variable quality of learner experience on placement. The MSD (2019) report also noted this finding in the following statement, which will doubtlessly impact on learners through policy, programme and curriculum changes:

"Given the importance of field education, there appears to be a critical need to develop better options for placements, including advice on quality settings for more effective placements that are supported by employers and providers. The SWRB, as regulator, could explore settings for good practice placements (for example, minimum credits) and then embed these into programme standards or reference them for guidance to providers nationally. NZQA and UNZ would action these as part of their approval and quality assurance functions." – MSD Report, 2019

Impact on communities – read the Tū te Ngana Hau project on pages 34–35.

Project impact feature

“Internationally, ten percent (10%) of the population experience dyslexia, 4% have serious dyslexia.” (British Dyslexia Association).

The stated policy of the New Zealand Ministry of Education until 2007 was that dyslexia did not exist.

Evaluating the effectiveness of support interventions for dyslexic learners in multiple learning environments

Led by Mr Mike Styles, Primary ITO

This project set out to evaluate the effectiveness of a wrap-around support package for dyslexic learners developed by staff at Primary ITO (Industry Training Organisation).

The attitude in New Zealand has changed vastly after this work, including at government level. On 20 February 2020, the Associate Minister of Education, Tracey Martin, launched a new kete of teaching resources for the benefit of learners living with dyslexia. This is the net result of research such as this project, which has complemented the 2016 Education and Science Select Committee Inquiry.

Minister Martin stated, “It’s estimated that as many as one in seven children may have a form of dyslexia, and the new resources provide, for the first time, a simple way for teachers to identify children with dyslexia or dyslexic-type traits”.

Recommendations from this work:

- Develop an updated Dyslexia Support Wrap-around Model, with a new dimension added to emphasise the end goal of an empowered, and independent learner.
- Recognise that all dyslexic learners are unique, and that the support and tools they need must be individually personalised; the model emphasises the learner’s centrality.
- Focus on the learner, rather than the context, to determine the best strategy for empowerment.
- Develop resources and good practice guides for use across the vocational education and training sector.
- Introduce or improve practice as a dyslexia-friendly organisation.

Outcomes and Impact

The biggest outcome of this national project is the signed contract between Ako Aotearoa and the TEC, and then between Ako Aotearoa and project lead Mike Styles to develop and implement a “Dyslexia Friendly Quality Mark” (see page 65 for more information on this initiative). Other impacts include:

1. Primary ITO has implemented an updated Dyslexia Support Wrap-around Model and was awarded “highly commended” in the ‘Diversibility’ category of the 2018 Diversity Works awards.
2. There has been a major culture change at the Department of Corrections.

A pilot research project was led by the project team lead with 120 inmates at five prisons. A very high rate of inmates with dyslexia (over 50%) was identified and Corrections have subsequently engaged another person to undertake training prison staff and educators.

1200
learners impacted by the project (directly/indirectly)

825
Tutors and educators impacted across multiple organisations

3. Massey University have begun the journey down the path to be a dyslexia-friendly institution, developing a powerful video to support staff training.
4. BERL has agreed to undertake a “Pro Bono” research project on the “Economic Impacts of unaddressed dyslexia on the New Zealand Economy.”
5. The government’s 2019 budget announcement about 600 Learning Support Co-ordinators being appointed to assess for dyslexia in schools is partly due to the project lead’s ongoing communications with Minister Tracey Martin.
6. The Ministry of Social Development is exploring dyslexia in the ranks of the long-term unemployed. (From communication with the then National Education spokesperson Nikki Kay and Minister of Social Development Carmel Sepuloni).
7. A video about Dyslexia and its impact on the workplace was produced for Diversity Works (formerly the Equal Employment Opportunities Trust).
8. A current project with MSD Work & Income is linked to this project. It entails screening NEETS (Not in Education, Employment, or Training) and other unemployed people to determine the reasons for their unemployment.
9. An article has been published in Stuff NZ (Feb, 2021) on neurodiversity in workplaces - <https://www.stuff.co.nz/business/opinion-analysis/300219865/why-thinking-differently-is-a-strength-in-the-workplace>
10. A Community of Practice for Neurodiversity, facilitated by Ako Aotearoa, has been established and its membership is steadily growing.

The suite of resources about dyslexia - including tools, posters, a guide and case studies - are designed for use by adult learners, their mentors and education organisations. These are all available for free download from the project page under the Outputs section.

Apprentice Chef Liam Wilkie - Project participant

After struggling at school and not having his learning needs met, Liam entered an apprenticeship to become a chef. During his training, the Service IQ Training Advisor, Chris Treacher, recognised that Liam struggled with written work and quickly referred him to Marianne Farrell at Primary ITO to be screened for dyslexia. This was confirmed from the results and additional aid was provided to Liam - special technology and support from Primary ITO mentor, Roseanne Robertson, to tackle the theory component of the training.

Achievements

Eighteen months into his apprenticeship at the Copthorne Hotel, Wellington, Liam demonstrated his talents as a chef by winning a regional cooking award.



Project impact feature



Language in the Trades

Led by Dr Jean Parkinson, Victoria University of Wellington

Launched as completed in November 2017, [this co-funded Ako Aotearoa/Victoria University of Wellington/WelTec project](#) aimed to address the lack of research on language and literacy in vocational education by describing the trades-specific language used in the automotive technology, carpentry, fabrication and plumbing trades, as well as how this language is taught and learned at institutes of technology and polytechnics in New Zealand.

Some of the findings include:

- Learners in the trades need around 9,000-word families to learn their trade.
- Each trade has a technical vocabulary; in written trades' texts, one in three words is technical.
- There are 1,000+ technical multi-word units in each trade.
- Being able to use trade talk is an important part of expression of trade identity.
- Texts are multimodal, with written text embedded with a wide range of visual elements.
- In both textbooks and student writing, writing and visuals work together to express more than either can do alone.

The research also found that a high number of technical words in the trades had no equivalent in the Tongan language. This led the team to develop a series of bilingual English-Tongan technical word lists (one each for Fabrication, Automotive Technology, Carpentry and Plumbing) and English only lists. The team are keen to develop Samoan-English and Māori-English textbook series.

The project has gained significant domestic and international attention and has even been cited in government literature in relation to education policy in Aotearoa/New Zealand. It has provided a strong literature base with a book published by Routledge in 2020, "English for vocational purposes: Language use in trades education", and more than 12 journal articles and book chapters published. The team have also delivered more than 35 conference presentations, including keynotes.

Resources

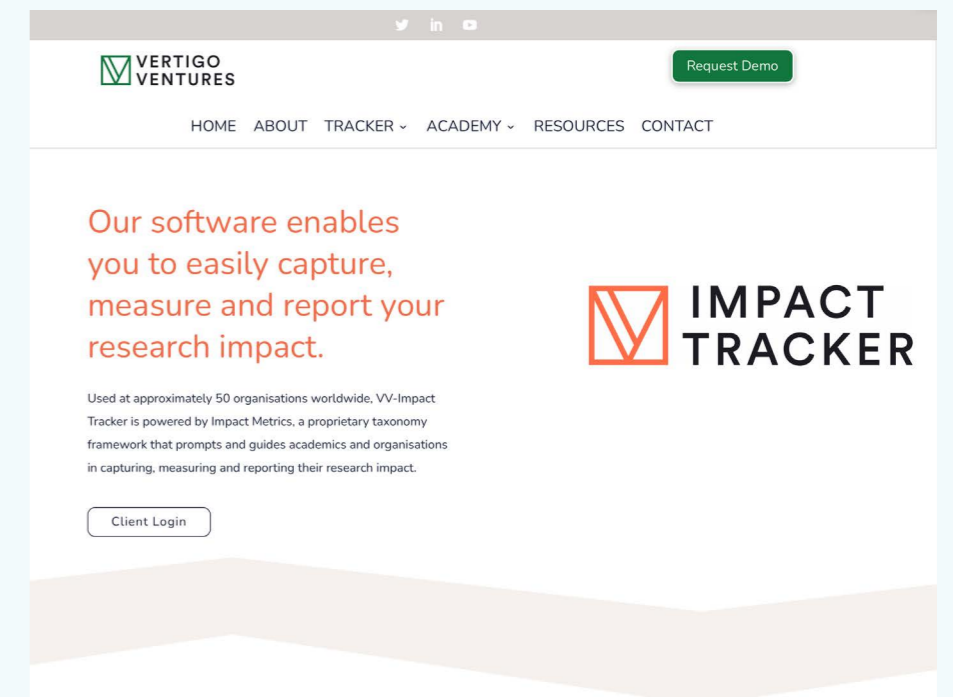
The range of resources developed from this project include seven videos featuring tutors discussing aspects of their practice, a guide for organisations "[Working around the words: Unpacking language learning in vocational training](#)", a guide for tutors "[Building writing skills in trades training: The case of carpentry](#)" and [posters](#). They are all available for free download from the project page on the Ako Aotearoa website.

This significant body of work provides evidence-based support for trades tutors and ESOL tutors in the vocational sector and work has continued long after its completion.

Team members Averil Coxhead, Emma McLoughlin and Aleesha Reid were also awarded *Runner-up for Article of the Year for 2019* by the Journal of Vocational Education and Training, for their article "The development and application of a specialised word list: The case of Fabrication".

Vertigo Ventures – our new impact tracker

The Vertigo Ventures Impact Tracker (VV impact tracker) enables the shaping and monitoring of the impact of a project during its progress and after completion, through a set of indicators that are unique to each project. These indicators are aligned with the UN's Sustainable Development Goals (SDGs), which in turn, are related to the New Zealand Government's goals for the education sector. The VV Impact Tracker has been applied to Ako Aotearoa's funded projects and the PLD, and will be extended to other activities in future. Using the impact tracker, Ako Aotearoa will report on its overall impact and its effectiveness in contributing to the UN's SDGs.





Adult Literacy, Numeracy and Cultural Capability (ALNACC)

56
Workshops, courses and
webinars delivered

300%
increase compared
with 2019

1,052
participants

533
Digital badges awarded

Supporting lifelong and lifewide learning

Our [Adult Literacy, Numeracy and Cultural Capability \(ALNACC\)](#) programme is made possible under a separate TEC contract for building foundation sector educational and cultural capability.

Now operating in its third year, the team is very proud to have forged ahead with a highly productive and successful year, given the significant challenges created by Covid-19.

The team delivered four times as many PLD workshops, courses and webinars compared with 2019 (representing a 300% increase, from 14 to 56). The sector has been very appreciative of the team's responsiveness to the Covid-19 challenges that saw the cancellation of all our public face-to-face events.

ALNACC Communities of Practice have thrived and the team are forging strong partnerships with nationwide organisations, such as the Department of Corrections, to support staff cultural capability.

The pilot of [Tapatoru - our Foundation Learning Professional Standards Framework](#) - has been successfully completed with much more work to come. There is growing interest in the sector for the [Dyslexia-Friendly Quality Mark](#) project and the release of the Learner Agency report mid-year, and the subsequent presentation has sparked a lot of interest also.

Professional Learning and Development (PLD)

Demand for the ALNACC team's PLD opportunities has grown tremendously this year: 1,052 participants attended 56 largely online PLD events, consisting of 18 public courses, 23 in-house, and 15 webinars.

Due to the COVID-related restrictions, our transition to delivering PLD online from Quarter Two progressed relatively smoothly. The development of new online workshops, resources, and sector support continues now as an integral and sustainable way of working with the sector.

The high level of interaction resulted in 533 digital badges being awarded to participants this year: for course completion, the application of professional learning to teaching practice, and participants' reflection on their new learning.

Teacher feedback:

"We've been making use of the great on-line resources and workshops that Ako is providing. One tutor is doing the dyslexia one and another couple are doing the measurement one starting next week. We've also done the mini numeracy workshop with Damon and I'm doing the dyslexia one with Annette tomorrow. Phew! We're really lucky to have access to these workshops."

Joanna Fox, Hagley High School, May 2020.

Organisational capability building

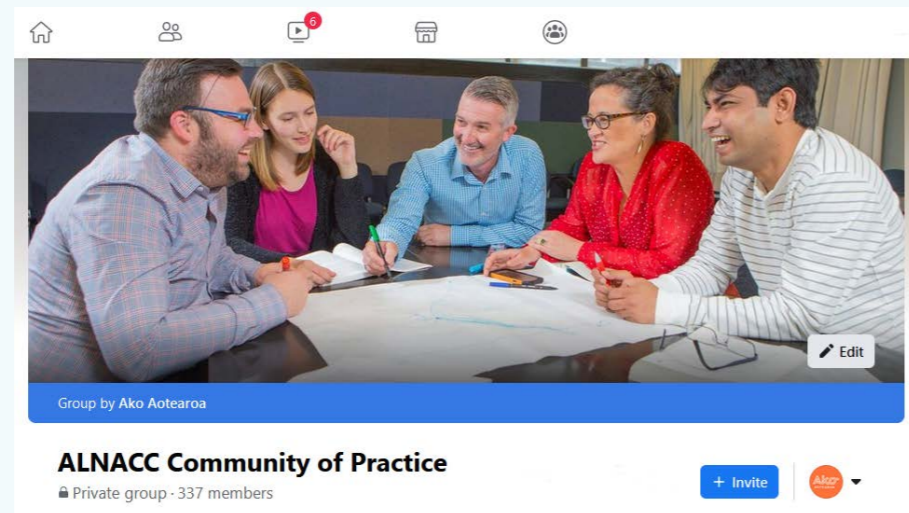
We have worked intensively with Ara Poutama Aotearoa | Department of Corrections on a tailored programme of PLD to build staff capability in cultural awareness and pedagogies, and numeracy. This included delivering a series of eight workshops and development of two resources for them to use, plus supporting some of their staff through the Tapatoru process (more about Tapatoru on page 63).

We continue to build and maintain the relationship with the Department and are currently supporting them in establishing internal Communities of Practice.

Communities of Practice

Our Communities of Practice (CoP) are thriving and growing. The ALNACC CoP has 335 members and the Neurodiversity CoP has 135. We have also been asked to facilitate a Community of Practice for the Workplace LLN sector. We keep members informed of current developments, events, resources, and research, but also invite and facilitate discussion on teaching practice and common challenges for educators and organisations.

From our impact evaluation survey data, we know that two factors impact on PLD engagement: the cost and lack of time. Our Communities of Practice, therefore, help to overcome these barriers, as PLD is provided in bite-sized chunks and is offered free of charge. We value the opportunity these CoPs provide in connecting the sector; giving people an opportunity to communicate and engage with the ALNACC team and with colleagues in the sector.



CoPs feedback –

Respondents to our evaluation survey told us the CoPs help them to:

- Gain new ideas and insights.
- Raise awareness of the importance of LLN.
- Facilitate collaboration and mutual support.
- Help them to be more inclusive to individual and/or diverse learning needs.
- Support and mentor colleagues and share resources with them.

Impact evaluation

We have invested in new software to monitor and record the impact of our PLD and other projects. The 'Vertigo Ventures Impact Tracker' tool will help our organisation to professionalise our data management and inform our data-driven decision-making processes.

The data from impact evaluations in 2020 demonstrate that we are achieving our objectives in educational capability building. We have included some of these data in this report.

Tapatoru – Foundation Learning Professional Standards Framework

We have successfully completed the four Tapatoru pilot projects with Regent Training Centre, Corrections and two cohorts of individuals. All participants have received the Papa 2 Tohu (awards) and their feedback indicates that the framework and the processes have greatly benefited their practice, in particular their reflective thinking, professional development needs analyses and pathway planning.

Candidate feedback:

“Above all I like the idea of those going through the process being in the driver’s seat - they determine what they write about based on the questions and how they connect the cards together.”

This pilot work has enabled us to revise and refine our evidence collection and assessment processes. Planning is underway for a partnership project with the Solomon Group to help us prepare for the implementation of the 'Papa Rua' and 'Tapa Tolu' processes. This work will continue in the second half of 2021.

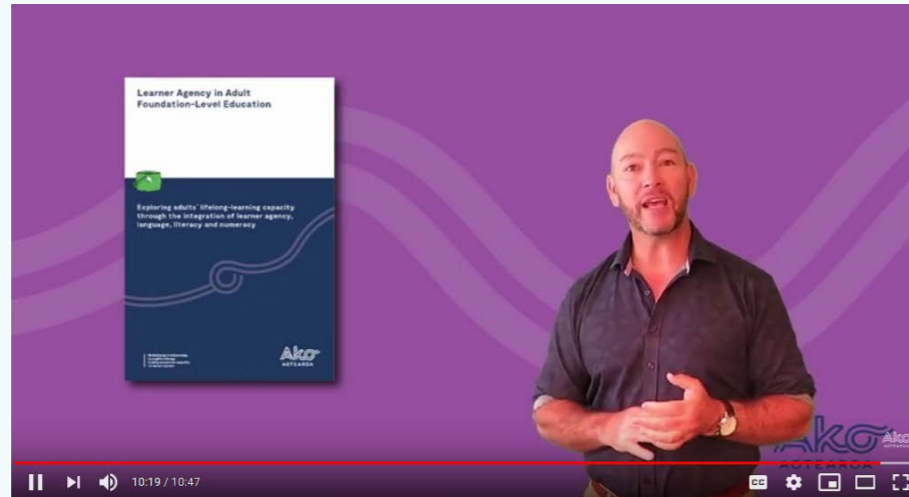


Figure 2 – Ko Ngā Tohu (the Awards) cover four different skill levels of practitioners working within a variety of contexts. (Tapatoru Professional Standards Framework).

Learner Agency

It is very encouraging to see how well our work in Learner Agency is received in the sector. The work encompasses a focus on lifelong learning and the importance of learner efficacy. We have published a [Learner Agency](#) 'thinkpiece', including recommendations and initial resources for use. This is available on our website for free download.

Image: Dr Damon Whitten presenting his Learner Agency webinar.



We offered a free webinar as part of our UNESCO International Literacy Day celebrations in September. Further work includes development of more Learner Agency resources, an online Learner Agency course, and a numeracy agency workshop.

Neurodiversity

Our online Neurodiversity Community of Practice helps us engage with a diverse group of people and organisations with an interest and/or expertise in neurodiversity. Membership has grown quickly to over 100 people keen to share information, resources, ideas, experiences, and news, with the support of regular online meetings.

We have contributed to the meetings of the TEC Dyslexia Advisory Group, led by the Ōritetanga team, and the preparation of a report on "International practice in support of students with dyslexia in tertiary education".

TEC's Tiro Whetū team is also enlisting our support on particular projects to ensure they best meet the needs of people with neurodiverse conditions.

Dyslexia-Friendly Quality Mark

Excellent progress has been achieved this year in preparing for the implementation of the [Dyslexia-Friendly Quality Mark](#) (DFQM) for the tertiary sector. We have consulted extensively with the reference and task groups, and with Māori and Pacific communities. This consultation has informed the documentation which we have prepared, including the literature review, current practice review, the DFQM standards and process, and the development of resources. We have promoted the DFQM widely, through conference presentations, webinars, clips, newsletters, CoPs, and a dedicated webpage.

A report of recommendations for the implementation of the DFQM will be discussed with TEC in early 2021. Other work continues on the design of the Quality Mark and the development of an online tool, with plans to trial this tool and the DFQM processes in the first half of 2021.

Other Work

Workplace LLN

Keeping abreast with sector need in this area, our work in Workplace LLN is growing fast. The recently developed resource, "How to conduct a workplace literacy and numeracy needs analysis" is proving valuable to staff, as are the two dedicated courses for beginning and more experienced practitioners. We collaborate closely with the Skills Highway team and share information and resources through our Communities of Practice.

Adult Learner Education Fund (ALEF)

Early in the year we prepared recommendations and a background paper to TEC that will enable the study grants funded through the ALEF to be made available for our ALNACC PLD and the Tapatoru. This culminated in meetings with the Ministry of Education and the TEC to discuss our recommendations. The discussions are ongoing.

International relations

Our ALNACC work is attracting interest overseas, particularly our PLD offerings, the Tapatoru, the Dyslexia-Friendly Quality Mark and our work in Learner Agency. We have had participants from Australia and the United States in our webinars and are in regular contact with the British Dyslexia Association, the Australian Council for Adult Literacy (ACAL) and the Australian Reading Writing Hotline. We are delighted these organisations are now promoting our work to their networks.

Advisory work

Our advisory work continues to expand. Members of our ALNACC team have been contributing to the Qualifications Reviews for the Adult Tertiary Teaching, NZCALNE, Foundation and Bridging, and Pasifika Teaching qualifications. In addition, we have prepared feedback for the AUT Advisory Group for the research project 'The expression, experience and transcendence of low skill in Aotearoa New Zealand' and have contributed to their meetings. We are a member of the TEC Dyslexia Advisory Group and provide extensive support to the LLN CoP.

Appendix A

Full list of completed and current projects

Projects completed in 2020

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
National Completed				
Embedding employability in the curriculum: Strategies for the development of employability attributes within advanced and research informed programmes	Professor Susan Geertshuis	The 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	\$58,138.00	\$58,138.00
Hütia te Punga	Dr Eruera Tarena	Tokona Te Raki	\$150,000.00	\$150,000.00
Quantext	Jenny McDonald	McDonald & Moskal Ltd	\$57,080.00	\$57,172.00
Northern completed				
Ako Ao Mariko: VR for Learning Te Reo	Dr Tauwehe Tamati	The University of Auckland	\$10,000.00	\$10,000.00
Whare Tapa Rima – The Five-sided Home: A Best Practice 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
A training programme for Deaf/hard of hearing tutors that teaches about Deaf identity, culture and language	Victoria Lessing	Merge NZ	\$12,700.00	\$14,500.00
Virtual Bioprocess Simulation Laboratory for Teaching and Learning	Dr Aydin Berenjian	The University of Waikato	\$15,000.00	\$15,000.00

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
Southern completed				
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
Investigation of initial teacher education student views of engineers and engineering practice	Dr Paul Docherty	University of Canterbury	\$10,000.00	\$12,500.00
Work active: Supporting the “forgotten learners” in their journey to work	John Grant	SkillWise – SPAN Charitable Trust	\$9,990.00	\$13,120.00
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	Associate Professor Lynne Taylor	University of Canterbury	\$10,000.00	\$10,800.00
Teaching occupational therapy students how to integrate evidence for better clinical outcomes	Linda Robertson	Otago Polytechnic	\$10,000.00	\$26,506.00
Teaching and Learning Circles: Developing Reflective Practice and Enhancing Teaching Culture and practice	Tracy Rogers	University of Otago	\$9,981.00	\$19,810.00
Professional learning opportunities for postgraduate specialist teachers	Dr Cara Swit	University of Canterbury	\$10,014.00	\$19,242.00
Central completed				
Teaching and Learning Circles: Developing Reflective Practice and Enhancing Teaching Culture	Dr Kathryn Sutherland	Victoria University, Wellington	\$9,981.00	\$19,810.00
An Introduction to Deep Thinking	Dr Deb Hill	Whanganui Learning Centre Trust	\$17,000.00	\$17,000.00
	TOTAL COMPLETED		\$577,085.00	\$675,953.00

List of current projects 2020

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
National in-progress				
He Vaka Moana: Navigating Māori and Pasifika student success through collaborative research fellowship	Dr Wolfgramm-Foliaki and Dr Hinekura Smith	The University of Auckland	\$130,000.00	\$177,123.00
What are the characteristics of an effective learning journey for women	Mark Williams	BCITO	\$150,000.00	\$385,000.00
From Good to Great: The 10 habits of phenomenal educators for Pasifika learners	Dr Cherie Chu and Janice Ikiua-Pasi	Victoria University of Wellington	\$120,000.00	\$120,130.00
Tū Te Ngana Hau - Breath of Endeavour	Matiu Julian and Marion Farrell	Primary ITO	\$150,000.00	\$150,000.00
Kaikaikaroro - Enhancing student success within Wananga	Professor Te Kani Kingi	Te Whare Wananga o Awanuiārangi	\$150,000.00	\$151,050.00
Developing a Learner Capability Framework	Professor Leonie Schmidt and Andrew 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 Wananga o Awanuiārangi	\$146,501.00	\$154,020.00
Data-informed initiatives to enhance Māori and Pasific student achievement	Dr Sarah-Jane Tiakiwai & Dr Keakaokawai Hemi	The University of Waikato	\$150,000.00	\$150,000.00
The making of lawyers, Phase 6	Associate Professor Lynne Taylor	University of Canterbury	\$20,450.00	\$10,800.00
Supporting young learners through stakeholder collaboration: Designing intervention strategies for youth employability and learning success	Tracey Shepherd	REAP Wairarapa	\$40,000.00	\$40,550.00
Huakina ngā tatau o tōku whare	Maria Ngawati	Toi Ohomai Institute of Technology	\$62,800.00	\$102,775.00
Working with "the SET process" to improve teachers' teaching and learners' learning	Dr Beverley Norsworthy	Bethlehem Tertiary Institute	\$23,000.00	

Fund	Project lead	Lead organisation	Ako Aotearoa contribution	Organisational contribution
Northern in-progress				
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
Evaluation of professional psychology programmes and validation of a multi-stakeholder evaluation instrument	Dr Barbara Kennedy	Massey University	\$9,659.00	\$9,806.00
Southern in-progress				
Assisting the formation of inclusive engineering cohorts	Dr Philippa Martin	University of Canterbury	\$8,980.00	\$18,300.00
	TOTAL IN-PROGRESS		\$1,334,625.00	\$1,793,929.00
2020 Completed + In-progress Projects	GRAND TOTAL		\$1,911,710.00	\$2,469,882.00

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

