

# Northern Regional Hub-funded project

Project Report



## OLA: A vocational training model that supports learners in New Zealand workplaces

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In 2018, an adapted OLA<sup>1</sup> practical vocational training model was modified for use in New Zealand at Manukau Institute of Technology (MIT). The aims of the project were to:

- identify and codify the best practices that had been documented from each of the OLA projects that were conducted in New Zealand, Samoa and Tonga from 2009 to 2017
- establish whether the OLA vocational training model could be successfully adapted to a New Zealand training context to better meet the vocational training needs of New Zealand Pasifika and other learners
- co-develop with MIT practitioners an effective version of the OLA model that MIT practitioners could continue to adapt for continued improvement of quality processes and outcomes within MIT across a range of vocational subject areas and cohorts
- contribute to the improved retention, course and qualification completion rates for students in the programmes, with a focus on students who identify as Pasifika, being a priority group in the Tertiary Education Strategy (2014-19) to maximise the numbers accessing industry relevant jobs.

The OLA project was chosen by Ako Aotearoa and MIT because of its proven success as a practical and portable, quality vocational training model, with Pasifika learners. All 12 previous research based OLA projects, that were carried out in a range of contexts achieved or exceeded the project outcomes with tangible quantitative outcomes and widespread positive feedback.

## Background

The initial OLA training model that was developed in 2009 was based on the training model that influenced training that took place across the Horticulture industry sectors by the then NZ Horticulture Industry Training Organisation. This Brinkerhoff (1968) model focused on working with employers to establish a working and learning environment that would provide employees with learning and development opportunities in the workplace. Training reflected the training needs of the worker and the employment needs of the employer. The OLA training model extended the Brinkerhoff vocational training model with the addition of the transformational pedagogy of Freirean (1969). The Freirean thematic and developmental approach centred on dialogue, and questioning was integrated with the practical shared learning and training contexts for workers, employers, and organisational managers. This hybridised framework connected practical on the job training with theoretical understanding through dialogue.

Since its inception in 2009, the research based vocational training strategy used and reviewed the OLA model after every project. Findings from each project were used for continuous improvement with the effectiveness of the model measured through feedback on the use of identified practices at the beginning and end of the projects and measured outcomes.

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<sup>1</sup> OLA- Name of the practical vocational training model. Named in 2013 by Samoan Government (OLA I Fanua /Living in the Earth) and in 2014 by Tongan Government (OLA oe Fonua/Harvest of the Earth) and shortened by users to OLA.

The findings from the eight-year history of research based pilots findings provided a wealth of information on best practices that supported the development of an export education model that needed to meet the varied stakeholder requirements of stakeholders who were located in different contexts. (See Appendix A).

The impetus for the development of the model started in 2009 when Recognised Seasonal Employers requested the then New Zealand Horticulture Industry Training Organisation to design a vocational foundation programme covering both basic generic, horticulture and leadership skills for Pasifika workers that came to New Zealand on a regular basis. There was interest in developing training both in New Zealand and off shore in Pacific states.

Research in 2009 by the NZ Horticulture Industry Training Organisation revealed that there was limited foundation level practical training to assist learners to enter the horticulture industry in New Zealand and in the Pacific states. There was also a clear need expressed by key stakeholders for training for Pasifika people that would enhance work-readiness, including knowledge and skill requirements of the horticulture industry, and understanding of the industry's training culture. (See Appendix A: Projects 1 & 2). The New Zealand Horticulture ITO (NZ Hort ITO) therefore decided in 2010 to develop its own foundation-training programme.

Following the 2011 completion of an Ako Aotearoa project titled; 'Supporting Pacific People's Participation in the New Zealand Horticulture Industry', a foundation level practical training model was developed as the hybridised version of the practical industry training model used by the industry training organisation (see Appendix B).

From 2010 – 2017 the OLA training model was successfully piloted in New Zealand, Samoa and Tonga. The New Zealand Government under the Ministry of Social Development funded pilots that initially took place in the wider Auckland region with further projects conducted in the Pacific funded through the New Zealand Ministry of Foreign Affairs and Trade and Ministry of Business, Innovation and Employment's Strengthening Pacific Partnership project. In 2015 the University of Queensland and the Australian Department of Foreign Affairs and Trade funded further pilots in Tonga under the Interim Skills Development Framework Project. This project investigated best practices for industry training in Pacific states.

Over an 8-year period, in all twelve research-based projects were completed (See Appendix 1). A robust project management framework supported the different iterations of the training model, with changes identified from the outcomes and feedback collected from the previous project. While the central principles of the model remained relatively unchanged, some projects saw significant changes and adjustments to components of the model.

For example, the 2015 to 2016 Tonga based DFAT funded ISDF pilots involved the extension of the training into intermediate level business components potentially leading to qualifications in that area as well as horticulture (See Appendix B; An overview of the 2009 – 2016 OLA Projects). Furthermore, to support the sustainability of the model long-term, the focus of the training moved to the development of a training of managers, trainers and administrators package. This 'Three Tier' professional development programme was designed to ensure common understanding of the training model across and within organisations participating in the pilots. For each stakeholder group the core principles and practices included in the OLA training model were supplemented with skills and knowledge reflecting the diverse roles of the groups. This component remains as an important process in the

OLA model.

The recent 2018 Ako Aotearoa funded QED/Alkimi led project at MIT aimed to again pilot the model in a different context to see if what had worked in Pacific states could be successfully adapted to meet the training needs of an Auckland based polytechnic in New Zealand. In the 2018 pilot, the collated OLA principles and best practices were to be applied at Manukau Institute of Technology (MIT) in a multicultural tertiary learning environment, using existing programmes rather than new programmes, and in different industry areas other than only Horticulture.

### **The 2018 OLA iteration**

- Phase 1 of this project involved a literature search that identified from findings from the previous 12 project, the core OLA principles/Tikanga and best practices. These principles and best practices (See Appendix C) were then developed into a gap analysis tool to use developmentally organisational improvements through recognised remedial or developmental changes to existing programmes.
- Phase 2 of the project involved the sharing of information on the background of the OLA model with departmental heads and staff with the feedback was used to adapt the model as a bespoke resource. While the evidence-based practices used in previous iterations of the OLA model were retained, a simplified, more formalised 4-step rather than 8- step development process was initiated. (See Appendix D). The process involved:
  1. Consultation with managers and staff, training including a gap analysis exercise based on OLA best practices augmented by feedback on training needs collected from external stakeholders (learners, employers and family)
  2. A development plan
  3. Implementation of the development plan
  4. A review of the changes.
- In addition, the more than 80 best practices were rationalised into a set of best practices situated under common headings.
- The separate set of gap analysis questionnaires that had been developed for each group i.e. managers, trainers and administrators, were compiled into a generic set of questions.
- A further change to the model was the use of data analysis from the gap analysis findings to inform the development plans. Gap analysis feedback on best practices for each area that was under 60% were used in the summary of findings as areas of focus for programme/organisational development.
- The compilation of a handbook for managers, trainers, administrators that comprised information and templates on OLA principles, the development process, the best practices set down as a gap analysis and the 4 step process.

The organisational restructuring at MIT resulted in changes to the departments that were previously allocated to the project. Two of the departments originally allocated to the project (Floristry and Creative Arts) were withdrawn by MIT with additional departments (Hairdressing and Pasifika Development Unit) put forward to join the project later in 2018. Only the Horticulture department saw the project through to the implementation stage of the OLA change process, while the hairdressing department completed the gap analysis. The Pasifika Development Unit completed a gap analysis exercise and provided feedback on the potential use of the model.

Despite the limited application of the model at MIT important measures of the OLA model's applicability and validity were evident. As with other past projects there was an almost immediate adoption of the model by newcomers who had no previous knowledge of it, and no specific interest in achieving its target objectives. All staff members in the departments introduced to OLA were open to the OLA development process with dialogue confirming that they could quickly see how the OLA process could fit into existing practice and support the achievement of certain departmental and/or personal goals.

Significant areas requiring change and improvement were identified through stakeholder consultation and feedback and from the gap analysis exercises. Key areas of change that emerged from the OLA exercise included the need for more staff dialogue and discussion about some of the most elementary cultural practices, quality assurance systems and student and staff support. See Appendix M,

Feedback gathered from key stakeholders at MIT on the effectiveness of the OLA training model was extremely positive. At the conclusion of the project, feedback indicated that the planned changes were continuing to be implemented. The commitment by the Horticulture Department to continue following the development plan reflected the focus of the OLA model on sustainable change. The model focused on intense upfront training and support provided in the initial phases of the project that was gradually withdrawn over the period of the project as organisational capacity and capability grew.

The project managers are continuing to work with the Hairdressing department to develop implement a development plan and with both departments to measure the impact of the changes. The manager of both departments is interested in seeing OLA rolled out to other areas of the polytechnic to support departmental developments, and developed as a self-assessment tool that could support the NZQA external evaluation and Review process. Members of the Pasifika Unit have expressed interest in investigating the application of the OLA model across MIT to assist potential improvement to the retention rates for Pasifika students. Generally, there was widespread support in engaging with OLA going forward.

The full report below consists of the (Section 1/Project Phases 1 and 2) Summary of findings from the previous projects and a draft OLA training package, (Section 2/Project Phase 3), a summary of stakeholder feedback and consequent changes to the model and (Section 3/Project Phase 4) and the results following the completion of two pilot programmes and (Section 4/Project Phase 5).



# Section 1: The OLA Training Model: Summary of Findings

## MIT Project Phases 1 and 2

### A. Literature review

An initial literature search was conducted on the 'Horticulture Training Requirements in the Pacific Islands' (Madell, D. 2009). Madell identified the need for increased entry to practical horticulture training in the Pacific Islands that was affiliated to the 'in country' priority industry areas that would contribute to economic, social and health benefits for Pasifika peoples. Recommendations included the need for a practical, work-based training, the integration with 'in country' provider organisations and programmes, and the integration of traditional Pacific horticulture practices wherever possible. These recommendations were to become integral features of the vocational OLA training model.

The concept of the OLA training was initially derived from industry training that was used by the then NZ Horticulture ITO. It involved the concept of linking practical 'on-the-job' training with the training of employers as workplace assessors or verifiers and the recognition of employee skills providing access to nationally recognised qualifications. These practices were used in work-based training across the areas such as the horticulture industry sectors and endorsed at the time by Industry Training Organisations such as the former NZ Horticulture ITO.

This practical model was combined with learning principles found in the transformational Freirean pedagogy (Freire, P. 1970) to trial as a classroom based and practical foundation-level training model for Pasifika trainees. The thematic approach which was used to cluster learning outcomes and explore self-identity and personal relationships of the learner and the community, or outside world, were mediated through dialogue. Increased practical work-based knowledge and skills were to be supported by personal awareness and positive life choices which were required for training and employment. The concept aimed to support the foundation training needs of Pasifika learners by exploring a 'hybridised' vocational training model.

### 2010 research and a Pasifika Focus Group

In 2010 NZHITO carried out research that was funded by Ako Aotearoa titled "Supporting Pacific Peoples' Participation in the New Zealand Horticulture Industry". The 2011 report recommended best practices which were identified through a literature search and feedback from a Pasifika focus group. These recommendations became the guidelines used in the development of foundation training for Pasifika workers and learners.

Page 1 of the report described that at that time (2010) there were "no foundation level horticulture programmes in New Zealand or elsewhere for Pacific for other learners wishing to enter the horticulture industry". This finding alone was the catalyst that instigated further development by the ITO of practical foundation level training. Furthermore, the report recognised the importance of a horticulture foundation training programmes to increase skills and employment rate of Pasifika peoples as able to contribute to addressing the differences between Pasifika groups and mainstream New Zealanders that were prevalent at the time in New Zealand.

The report also focused on the importance of foundation level vocational training for the 2006 Recognised Seasonal Employer (RSE) scheme that had been introduced to

fill labour shortages in the horticulture industry. Increasing the skills of Pasifika people through foundation training so that they could more easily access jobs across horticulture industry sectors was seen to be beneficial.

NZHITO saw the development of foundation training programmes as a means to contribute to supporting the training needs of Pasifika learners and their families as well as industry.

From a community perspective, Pasifika representatives supported the notion of focused and effective culturally appropriate foundation level vocational training particularly in agriculture/horticulture for their people. Horticulture was considered a traditional area of strength of Pasifika people and an ideal area of training. A foundation level integrated, practical, holistic training programme in Horticulture for Pasifika learners that involved current industry skills and recognition of cultural values and practices was supported. (Pages 5 and 6).

The documented best practices described in the Ako Aotearoa report titled “Supporting Pacific Peoples’ Participation in the New Zealand Horticulture Industry” of 2011(See Appendix A) became the ‘blue-print’ for the design of future NZHITO foundation horticulture-training programmes for Pasifika students.

### **Foundation Horticulture Training Programme Recommended Best Practices Pedagogy**

The use of bi-lingual delivery, concepts of importance to Pacific Island cultures, objectives, subjective, interpersonal concepts, the use of simple language information in small chunks, practical sessions, diagrams, films, roleplaying, discussions to ensure understanding of information, use of cultural examples and metaphors were recommended practices for foundation level vocational training programmes for Pacific learners. (Madell 2010).

### **Checking Understanding and encouraging analytical thinking**

Potential difficulties identified for Pasifika learners were in areas such as speaking out in groups, approaching teachers with questions, reconciling differences in values, customs and expectations of different cultures and world views e.g. deference to authority figures and unobtrusive behaviour with a reluctance to question those in power. Given that learning institutions often have a tendency not to take into account the specific needs of Pasifika learners’, cultural differences could negatively influence the success of a Pasifika learner in New Zealand training and education contexts.

A key recommendation for use by tutors of foundation Horticulture programmes was to check understanding of the Pasifika learner and encourage analytical thinking. Examples included tutor support of the learner, group work, and organising lessons to include learner dialogue of personal experiences, summarising key points from information, clarification of information, making connections etc. Madell (2010). These findings resonated with the OLA training model’s original Freirean pedagogical approach that involved programme content commencing with the self and moving to themes and topics related to the outside world as well as learning through questioning and dialogue.

## **Collaborative thinking**

A theory on further barriers for Pasifika learners that supported the practical focus of the original OLA hybridised model, as described in the “Supporting Pacific Peoples’ Participation in the New Zealand Horticulture Industry” 2011 report, was Hansen-Strain’s 1993 theory that can be applied to Pasifika learners: Using a continuum, those who are more dependent on others, skilled in social relations and develop self-awareness from people around them are less well-off in education and training contexts than those who are self-determining, strive for success and independent. The benefits of interpersonal methods of learning for Pasifika students and the need for creative, interactive group work and delivery methods has also become an area of focus in the OLA Trainers of Trainers programme, in the delivery of training and development of resources.

## **Importance of tutor characteristics**

The need for positive tutor-learner relationship is considered important including adequate student support and focus. Hawke et al’s (2002) study suggested that positive relationships between students and their teacher resulted in students who were more interested in learning and more interested in gaining knowledge. It was however primarily the tutor’s attitudes, values, behaviours, efforts and skills and understanding of and empathy towards the culture of the learner that Hawke et al (2002) identified as important for effective teaching and learning. These findings underlined the importance of the learner/trainer relationship and learner support. While learner support was always a feature of industry training and a focus area of the Freirean pedagogy in terms of the transformational dialogue driven approach, these findings are focused on in the OLA training of trainer programme and a key job description requirement for all OLA Industry Training Facilitators (ITF).

## **Practical Learning**

Indications are that Pasifika students may learn more effectively using practical styles of learning as well as opportunities in the learning context to relate information to real and personal experiences of the individual. This recommendation reflected the Industry Training Organisation practical focus that was a key finding in the earlier NZHITO project on the vocational training requirements of the Pacific Islands’ industry training needs of Samoan and Tongan agriculturalists, and then evident in the findings of the following Pacific based pilot programmes. In addition, RSE employers want practical living, learning and employment skills that are required outside of the workplace. The use of practical teaching techniques in foundation horticulture training for Pasifika students has been a constant theme that is now embedded in the OLA training model.

## **Horticulture Foundation Training Programme Themes**

To support effective pedagogy and recognition of culture for Pasifika students the importance of programme content was highlighted. A thematic approach based on real situations also concurred with the original Freirean pedagogy recommended to underpin any foundation vocational training programmes. Organisation of themes in a training programme that relate to the learner’s culture and background would reinforce the relevance of the training to an individual’s personal situation and issues, but also at a higher level in terms of the cultural importance and benefits for the country. To demonstrate the impact and value of component of learning and training from more than one perspective, in particular a cultural perspective demonstrated

and reinforced the importance of the learner not just as an individual but also as an important cog in a wheel.

### **The completion of initial advisory group sessions in the “Supporting Pacific Peoples’ Participation in the New Zealand Horticulture Industry” 2011**

This was an Ako Aotearoa project whereby Pasifika community leaders, educators, horticulturalists and community leaders were questioned as to the preferred design and deliver methods in vocational training for Pasifika learners. A draft training structure for a foundation horticulture programme that embedded the practices resulted. This programme was then modified to become the OLA i Fanua programme that was piloted initially in Samoa in 2012 under the New Zealand Ministry of Foreign Affairs and Trade (MFAT) as a component of the Recognised Seasonal Employer (RSE): Strengthening Pacific Partnerships (SPP) project. Under the same project, the model was then adapted for use in Tonga as OLA ‘o e Fonua in 2013 and again in Tonga as the Australia Department of Foreign Affairs and Trade (DFAT) funded Interim Skills Development Framework project (ISDF).

### **Supporting Pacific Peoples’ Participation in the New Zealand Horticulture Industry” (Madeall 2010)**

#### **Key Recommendations**

##### *General*

- An open day prior to the programme to introduce trainees to the learning requirements, to give an understanding of the programme content
- Programme management with project management software
- Annual review to keep the programme up to date and relevant
- Permanent advisory group
- Programmes kept at foundation level
- Alignment to existing funding schemes and qualifications.

##### *Training Pathways*

- Training could lead to higher-level qualifications through a modern apprenticeship or other tertiary training programmes. Level 4 qualifications would allow graduates to work as tradespeople.
- Access to funding schemes.

##### *Resources*

- Suitable staff with thorough knowledge of Pasifika culture and teaching methods as described above
- An assigned person to deliver the programme and develop learning materials, administration and pastoral support
- Funding for staff training
- Training resources to meet the training needs, computers and all relevant

work- related items including safety equipment.

### ***Professional development***

- Staff associated with the foundation programmes, including industry trainers and assessors and NZHITO staff, would need:
- A horticulture background
- Experience in delivering training to young people to be involved with the programme
- Personal characteristics of an ideal tutor that meet the characteristics outlined in the previous list of recommendations.

### **Project 3 2010 Straight to Work Project piloted in South Auckland and West Auckland**

In 2010 a practical and transformational Horticulture ITO foundation horticulture training programme was funded through the New Zealand Ministry of Social Development and successfully piloted in South Auckland and West Auckland. This was part of the Straight to Work Project and in collaboration with an Auckland based provider towards the identified need to increase the training outcomes of the NZHITO of Pasifika learners.

The feedback from the training reinforced the benefits of a collaborative organisational approach, support for the practical training approach expressed by employers, positive graduate feedback on the use of interactive learning in the classroom, and with the opportunity to apply skills in a horticulture context.

As a result of the training a high number of graduates were placed into horticulture jobs and the potential of the model became evident as a training structure that could support Pasifika learners into the horticulture industry. The former NZHITO decided to support further the development of the foundation training model, which could lead to additional funding and a new income stream either in New Zealand or off shore.

### **Project 4 2010 HITO report on EER**

The Pacific Strategy was included as Focus Area in the 2010 NZHITO External Evaluation and Review (EER) by NZQA. Feedback from NZQA on Page 8 of the 2010 EER Report 7558 stated that the Pacific Strategy that contained the MSD foundation horticulture-training programme was “an excellent example of an ITO meeting the needs of industry, trainees and government because of being able to influence demand for tertiary education and link this to supply of labour”

### **Project 5 2011 Mobile Phone technology for delivery and assessment**

The NZHITO conducted a research project titled “The Use of Technology in Training in Horticulture “. The project explored the use of mobile phones in vocational training. The project was carried out in the Auckland NZHITO region with ITO staff working with horticulture businesses and with employers and trainees in the use of mobile phones for assessment, moderation and administration purposes. The potential became apparent of using technology to enhance the quality of evidence for assessment and moderation and saving time and money in administration and

compliance. The software would also support vocational training in the areas of quality and delivery, and provided a resource for training that took place in remote locations.

The applicability of this resource for training in off shore locations provided the ITO with the impetus to pilot the use of mobile phones in off shore training as a quality resource in the 2013 OLA 'o e Fonua training programme in Tonga. The application used on mobile phones included a GPS system and security codes for workplace assessors to ensure that any assessment was legitimate. The Cloud-based system also provided access to a visual CV with photographic evidence of areas of competency to use in job interviews etc. The 18,000 photos taken of tasks related to the OLA 'o e Fonua training programmes allowed the tracking of progress of the learners and the trainers. The photos provided evidence of competency in assessment for use in moderation, and in each learner's online visual CV. The ITONZ (brand name) system was viewed as a resource that could mitigate risk in delivering NZQA approved programmes in off shore locations. While not all projects since the pilot programme have used the resource, this resource remains an important tool to include in the OLA toolkit.

## **Projects 6 and 7 2012 ITO survey and RSE feedback**

Horticulture New Zealand's Recognised Seasonal Employer Questionnaire Outcome Report and the 2012: Pacific Strategy for New Zealand Horticulture Samoa; Samoan Agriculturalists Feedback and RSE Employer Feedback (Madell 2012)

*Feedback from Samoan agriculturalists* reiterated the need for foundation courses for seasonal workers going to New Zealand. Programmes would be advantageous because

- Training would benefit Samoan horticulture/agriculture industry and its people
- The acquired skills and knowledge would be of value for all workers in the horticulture / agriculture industry sector
- Training would offer workers mobility to RSE workers

*Differences in training needs between New Zealand RSE employers and Samoan Agriculturalists:*

☐ RSE Employers required training in the areas of living, learning and employment skills  
☐ Pacific agriculturalists required training on horticulture/agriculture skills.

## **Recommendations for foundation horticulture training**

- RSE workers should receive some training in Samoa (especially in cultural differences) with further on-the-job training during the seasonal work in New Zealand
- The importance of courses representing current training needs and trends in the horticulture agriculture industry areas
- The inclusion of workplace training of RSE workers in New Zealand
- The development of a leadership component in the training
- Support for business development skills for seasonal workers



- A focus on the training of trainers

## Results

- Training was established in Tonga and Samoa. A separate New Zealand based project undertaken by the NZHITO with the Tertiary Education Commission resulted in free training for all RSE workers in New Zealand in their first year of work.
- Industry feedback became embedded as a key feature of the training that would ensure currency of graduates in terms of their employability
- A leadership component was built into the training in 2015 as part of a higher level 3 business programme.

## Project 8

### 2013 OLA i Fanua delivery, Samoa

In 2012 the design and content of the OLA i Fanua programme was based on the findings identified through the previous projects completed as part of the NZHITO Pacific Strategy. The training outcomes that are described in the Samoa Ola I Fanua Life in the Land Evaluation Report Alisch and Madell, (2012) were largely positive. The success of the programme is illustrated by outcomes that included an 83% (25/30) completion rate, with 25 trainees completing the programme and achieving the National Certificate in Horticulture (Practical) Level 1.

All 13 trainers completed the criteria to become registered NZHITO workplace verifiers and all expressed interest in involvement in future training. An addition to the RSE SPP training in 2012 was a health focus. The World Health Organisation worked with the project manager to piggy-back onto the pilot OLA i Fanua programme as an opportunity to develop health awareness in learners through the topics, skills and knowledge related to growing and consuming of vegetables and health and nutrition. Non-unit standard components such as the Umu practical task were used to focus on health. Health topics such as food preparation, food safety and personal hygiene were integrated into Umu tasks involving food preparation, cooking, serving and cleaning as hands-on exercises for the trainees.

- A focus on practical delivery
- Hands-on exercises
- Group work
- Visual aids
- Bi-lingual delivery
-  Use of local expert
- Skills and knowledge recognised with access to certificates and qualifications. The system of awarded qualifications should be designed to be flexible and inter-connected, allowing access to career and qualification pathways across different industry sectors.

## Recommendations

Recommendations for the next iteration of the RSE SPP project that was to take place in Tonga the following year was to adapt a training system that was based on same model used in Samoa for the needs of Tonga.

### Project 9

#### 2013 On the job training for Seasonal Workers in NZ

In New Zealand (in 2013), the former NZHITO had merged with the former Agriculture ITO to become the Primary ITO. Researchers evaluated the outcomes of a recent development between the New Zealand Tertiary Education Commission (TEC) the Primary ITO that was then piloting free training for RSE workers in their first year of work in New Zealand as part of the On-the-Job Training for Seasonal Worker from Overseas (RSE Policy). Review of the workers interviewed who had participated in the pilot resulted in the following findings:

All valued the opportunity to train in the workplace while they were engaged on the RSE scheme.

- A high level of support for ongoing training was expressed with 60/ 61 (98%) RSE workers interested in further on-the-job training when they returned to New Zealand and all (61) (100%)RSE workers interested in completing a qualification, namely the National Cert in Horticulture (Practical) (Level 1).
- 54/ 61 (89%) RSE workers would also be interested in on-the-job training in their home country. (Alisch and Madell)

There was clear support from both employers and workers for practical on the job training and more importantly access to qualifications for RSE workers in NZ and in the workers' country of origin. This information supported the findings from previous stakeholder feedback in New Zealand and off shore, from employers and RSE workers.

### Project 10

#### 2013 Review of the ITO's delivery of Strengthening Pacific Partnerships

Tonga RSE workers in New Zealand, RSE Employers and Tongan Agriculturalists Research Findings (Alisch and Madell 2013).

RSE workers who were going to New Zealand expressed 100% support for a foundation- training programme. The findings from RSE employers in New Zealand and the Tongan Horticulturalists reiterated what RSE Employers and Samoan Horticulturalists had stated, with the following feedback.

Tongan Horticulturalists expressed the need for:

- Pacific people to learn in a Pacific environment and in a Pacific way
- Practical horticulture foundation training and horticulture skills.
- Training that developed skills for outside of the employment context



Common topics expressed by both New Zealand RSE employers and Tongan agriculturalists:

- Literacy, Language and Numeracy
- Business management for agribusiness
- Nutrition/diet and wellbeing
- Food-processing.

Training needs of 'in country' agriculturalists compared with the training needs of New Zealand RSE Employers.

Common training needs from both Samoa and Tonga agriculturalists:

- Literacy and numeracy
- Healthy lifestyle
- Computer training.

### **Embedding employer-identified training needs in an OLA programme**

The OLA methodology used to embed the employer-identified training needs in a programme involved a clear process i.e. for more than one stakeholder group e.g. Pacific agriculturalists and NZ RSE employers, the identification of common and /or prioritised training needs areas were linked to topics, unit standards or learning outcomes and themes/modules. The unit standard and non-unit standard topics were then logically clustered and organised according to the established progression from the self to the outside world, from simple to complex or know to unknown. Employer feedback was collected as part of the monitoring and evaluation process and used to evaluate the currency of the skills of graduates and therefore the effectiveness of the training.

## **Project 11**

### **2013 Ola 'oe Fonua Pilot Programmes**

The outcomes following the completion of the adapted OLA 'o e Fonua Programme resulted in excellent training outcomes together with improved efficiencies in the organisation of the training and increased cost effectiveness. The Ola 'o e Fonua programme in Tonga was different from the Ola i Fanua pilot programme delivered in 2012 in Samoa in two major ways:

1. relating to unit standard inclusion
2. relating to an innovative learning management system" (OLA 'o e Fonua Harvest of the Land; RSE: SPP Partnership Project, Evaluation Report (Page 3)).

The unit standards were replaced to better meet the employers and learners' needs, and more non-unit standards were integrated into modules with unit standards. A learning management system (LMS) was used to protect and record the results of assessment using photos taken with mobile phones. And LLN testing became an entry criterion to the training both for trainers and trainees. Before and after LLN testing was used and training of trainers included embedded LLN strategies.

The Tongan results illustrated distinct improvements from the Samoa iteration of the OLA Foundation Horticulture training programme pilot. Ninety-two percent (23) of the selected 25 trainees completed the Ola 'o e Fonua programme and achieved the National Certificate in Horticulture (Practical) (Level 1). For 17 out of the 25 trainees, achieving the National Certificate in Horticulture would be their first post-school certificate. Overall the training was very well received by all trainees and by the six industry-training facilitators (ITFs) who met the ITO criteria and became ITO registered workplace verifiers.

The areas of improvement obtained from the feedback for the next project involved ongoing training for the ITFs and the inclusion of leadership in the programme content (Page 6). However the feedback and outcomes overall reflected a programme that was well organised and delivered. Key differences that had contributed to the improved outcomes and feedback were the need for:

1. A smaller close-knit team
2. Better communication and ITF support
3. LLN test requirements and programme content
4. Closer involvement of a governance and management facility i.e. the Tonga Advisory Board.

### **Capacity building**

The need for consistency of skills and knowledge resulted in a 'three-tier' approach to capacity building. Professional development resources and programmes were developed and delivered to high-level managers, programme trainers and administrators based on the same content using the OLA training model delivery style but adapted to meet the different training needs and perspectives.

## **Project 12**

### **2016 OLA delivery in Tonga**

The OLA model was piloted again in 2016 with a focus on capacity building for Tonga and the establishment of quality systems and trained personnel. The two Seasonal Worker (SW) programmes were delivered over a 4-week period. The foundation level programmes covered horticulture and living, learning and employment skills while the other level 3 programme covered business and leadership skills.

The focus on this development phase was on the training of trainers programme. A previously recommended three-tier approach was adapted for capacity building for the staff from both the participating provider organisations and government agencies. Some capacity building had been achieved with the training and engagement of local ITFs and administrators from a local government agency and graduates from the previous level 3 business and leadership programme. They were engaged to assist in the facilitation of the leadership training component for the next business programme. More than 20 trained and committed high performing graduates consequently became ITFs and recognised ITO work place verifiers, or administrators fully conversant with the quality standards required to deliver NZQA and Samoan Qualification Authority (SQA) approved training, or managers who were fully supportive of the training.

RSE employer feedback in New Zealand confirmed that the training made a difference, and all the 37 graduates who were interviewed wanted to continue OLA training. All RSE employers dealing directly with the graduates noticed a marked difference in the level of skills and knowledge of the graduates who were working as RSE workers. All leaders who had participated in the training stated that they benefited from the training.

Formally approved NZQA and Tonga National Qualifications and Accreditation Board (TNQAB) training schemes and short courses were achieved. Harmonised training with dual approval from NZQA and TNQAB was the first step in the establishment of an international training and qualification pathway, with the idea being that the RSE workers could commence their training in their country of origin, continue under the Primary ITO's on the job training and return home to complete their qualifications or continue training at higher levels and/or use their training in other industry sectors in the future.

As in previous OLA projects the results were outstanding, with 40 trainees completing the training and gaining NZQA/TNQAB qualifications. The training of trainers proved to be extremely positive with result that some leaders from the previous ISDF training sessions were engaged as trainers on the following programme. The need become apparent for alternative training and education pathways that could provide access to qualifications to recognise skills among people who had not been successful at school.

Feedback Delivery of training, SW Report to ISDF (2016)

- The training was delivered mostly in accordance with the timetable.
- Trainers and the administrators from both provider organisations SJBC and TIHE SOA were organised, and committed to their training
- The design of the program was well received by both trainers and trainees. Particular areas, which impressed the trainers included:
- The developmental process of the training
- The process of identifying program content from employer feedback
- The learner centred approach
- The weaving of knowledge with practical application
- The emphasis on interactive delivery methods in the classroom
- The involvement of Leadership graduates on the Induction and Preparation program.

Comments included:

“I am now confident in every way of being a good leader especially dealing with important people in the workplace and with the trainees”

“The program content that were most valuable was training colleagues in the work place and the field trips”, “I experienced a lot and see reality.”

LLN scores between enrolment and graduation based on an adapted TEC LLN test far

exceeded expectations. An embedded literacy approach that included a Freirean focus on dialogue and questioning produced the following results:

### **Outcomes**

- SW Leadership programme
  - 68% trainees improved their literacy score by 22%
  - 37% of trainees improved their numeracy score by 22%.
- Induction and Preparation programme
  - 94% of trainees improved their literacy score by approximately 12%
  - 64% of trainees improved their numeracy score by 5%.

Overall the numeracy scores were much higher in the pre-training test than the literacy scores and the improvement rates for literacy higher than those for numeracy (See Page 8 of the report).

### **B. Conclusion**

Following the completion of every project, the OLA training model has been refined and adapted to meet the training needs of the new provider(s), context/industry group, learners and level. The OLA model still retains the following best practices:

- Training that starts with knowledge and skills associated with the self and moves into knowledge and skills associated with the world of work
- Practical interactive delivery in classrooms and workplaces
- An interrogative and explorative approach to skills acquisition
- Training that meets the requirements of NZQA training scheme or qualification
- Identification and implementation of quality standards and systems that replicate those used in NZ providers and ITOs for the delivery of NZQA approved qualifications
- The use of high quality NZQA/Primary ITO pre-moderated training resources
- A practical training of trainer program that reflects the principles of the OLA training model
- Learner driven training and a focus on pastoral care
- Linkages with 'in country' Tongan industry and training and education businesses,
- Organisations and experts
- Respect and inclusion of Tongan language, cultural practices, symbols and protocols
- Literacy, language and numeracy woven throughout the training
- Theory reflected in practical application of knowledge and skills

- Naturally occurring assessment methods
- Use of technology as a training resource
- Research based approach for continuous improvement
- A flexible and portable model that may be adapted to different contexts, groups, levels and industry areas.

#### The OLA Training Principles:

- An adapted practical training system based on the 'on the job' training model used in industry training in NZ.
- A portable and flexible vocational training system for export education.
- Training that reflects the unique training needs and culture of a group or groups and context.
- Connection with key government and non-government stakeholders including industry representatives to ascertain training requirements.
- Recognition of skills and access to approved qualifications
- Stakeholder feedback used to inform the vocational training and programme content
- The establishment of the vocational training system that is adequately supported.
- Local ownership and management.

## Conclusion

The findings elicited from the series of projects and pilots that were conducted between 2009 and 2016 in 2018 were summarised and used to inform the development of an adapted training model that could support existing vocational training programmes at a New Zealand polytechnic.

The 2018 through the Ako Aotearoa funded project at MIT, the New Zealand based project that piloted the OLA training model worked with two MIT departments and the staff. The + findings from this pilots have now been used to develop a revised OLA training model. The OLA model retains the core OLA principles or Tikanga, is based on the identified OLA best practices but now has a clear and more formalised framework and project development process.

Furthermore, an OLA training package has been developed for the use of educators, trainers and workplace assessors to measure the quality of vocational training and programmes in their departments and organisations and to guide the resulting development process.

The project management component continues to support development processes by measuring the effectiveness of the change process. The aim of the OLA training model is that it continues to contribute to meeting the diverse vocational training needs of different organisations in different contexts and groups.

## Section 2

### MIT Project Phase 3

#### Completion of the Summary of Findings

Following initial meetings with the Horticulture Department at MIT, the OLA model was modified as a development tool, to identify areas of strength and areas requiring development for existing programmes based on the identified OLA principles and practices. An 8 step development process was developed as a package with information, forms and resources for participants to follow and complete as a team and independently. With a project goal to support sustainability, intensive external OLA project manager support occurred initially, with support gradually withdrawn over time, as the OLA process became embedded and understood.

The 8 Step OLA Development Process:
Step 1: Identify training and learning goals for the training programme and key stakeholders
Step 2: Train trainers in OLA best practices and principles
Step 3: Use the Key Evaluation Questions (best practices) to evaluate practices and training
Step 4: Discuss evaluation findings
Step 5: Design a training development plan in project format based on findings
Step 6: Implement and track the development plan
Step 7: Identify areas of improvement and areas to be changed
Step 8: Measure the effectiveness of the training against before and after data, feedback and outcomes.

The OLA development process with each department was supported by an OLA project plan to track progress. (See Appendix D)

Questionnaires on training needs for key stakeholders were developed and shared with MIT management and staff and distributed with the findings used to inform practices and programmes. (See Appendix E)

Feedback from MIT staff and management on the training package and process identified the need to streamline and simplify the development process for existing programmes and departments. As a result, a revised OLA Training Model process and package was developed. The key learning from this phase is that OLA principles and best practices were perceived by management and staff as being relevant and interesting but the number of best practices and processes involved in the development needed to be rationalise for ease of use.

## Section 3

### MIT Project Phase 4

#### Completion of the pilots

##### *The Horticulture Department:*

The application of the development process as part of the revised OLA training model involved an analysis of the training conducted by the Horticulture department. Meetings were conducted with 5 members of the horticulture department of MIT including the Department Manager, with the revised OLA package used to support the identification and implementation of improvements to training content and practices. The findings obtained from team members were used as the basis for a development plan; both for the department and for individual staff members.

##### *The Revised OLA Training Package:*

- A training manual for management, trainers and administrators was developed as part of the training package.
- The development process was reduced from 8 steps to 4. (See Appendix F)
- The number of best practices from 80 to 20.
- The gap analysis exercise was simplified into one gap analysis questionnaire rather than one for each group i.e. management, trainers, employers, family, learner etc.

##### *Gap Analysis Findings:*

Identified area for Improvement – gap analysis areas scoring under 60%: Cultural responsiveness.

Completed Development Plan (See Appendix H): Immediate changes to the design and delivery of Level 3 and 4 Horticulture certificates were made.

- For students in the next cohort of training, culturally appropriate symbols were to be included in the delivery of the training.
- Words from student's first language and the use of terminology in different languages for horticulture plants and practice.
- Shared lunches with food representing the culture of the learners were initiated Other changes:
- A review of the orientation programme
- A revised initial needs analysis
- Greater interaction with local community groups and local families to identify training needs, Greater focus on cultural diversity in teaching and learning activities
- Revised course outlines.
- Review of timetabling so staff have more time to focus on quality standards.



## **Outputs:**

By the end of this phase of the project working with the Horticulture Department working with the project managers the horticulture team at MIT had worked through the development steps ( See Appendix E) A (Introduction) and B (Implementation, with Step C (Assessing Performance) started and for step D (Continuous Improvement) the strategy was discussed. The collation of findings from the stakeholder needs analysis together with careful analysis of the workshop notes and evaluations, resulted in a comprehensive development plan that involved 13 areas of change for the department.

## **Impact on practice:**

- The Horticultural team was fully engaged in the needs analysis exercise, and development plan. The resulting focus on existing programmes within the Horticulture department represented a new tool for organisational improvement that could contribute to improvements and act as evidence in a self-assessment exercise as part of the NZQA External Evaluation and Review process. Furthermore the identified potential of the tool represented a new area of application for the OLA training model. The intention was that the model and development plan would be implemented and embedded as an ongoing practice for the Horticulture team.
- In the following weeks, after the withdrawal of the Creative Arts Department, the refined OLA model was applied and adapted to meet the needs of MIT's Hairdressing Department and shared with members of the Pacific Unit.

## **Impact on Learners and Staff:**

Initial impact on learners was limited. The OLA model acted more as a tool to measure the current status of the department against the OLA best practices using the gap analysis exercise. Horticulture staff had identified the fresh approaches to student engagement with the impact on learners to be measured through student feedback and outcomes. The impact of the changes for learners will be measured later in 2019. Incoming MIT students however, are expected to benefit from the changes.

## **Impact on the Horticulture Team:**

The horticulture team spoke highly of how the OLA approach brought them together. The approach resulted in an opportunity for meaningful reflective practice that has seen them quickly identify and allocate tasks that are obvious, easy to implement, and aligned with current good practice.

## **Challenges:**

The second OLA pilot for the Creative Arts was planned to take place at the same time as the Horticulture pilot. However due to the recent impact of restructuring, a strategic level programme review and an impending NZQA monitoring visit the piloting of OLA was delayed for two months resulting in an extended project timeframe.

The greatest challenge in this project expressed by the senior manager (Pam Wood) and Horticulture team members was to find time to focus on this project. However the training model and development tool was well received, with a commitment to the process long-term expressed by members of the Horticulture Department. This



feedback and enthusiasm expressed during the implementation of the development plan helped inform and shape the next iteration of the OLA model in the Hairdressing Department.

***The Hairdressing Department:***

The same OLA process and package used for Horticulture, was used again in the Hairdressing Department. Three staff participating including the Department Head and two staff.

***Gap Analysis Findings See Appendix I:***

Identified area for Improvement – i.e. gap analysis areas scoring under 60%:

- Management – training reflects government policy, development needs, project planning and implementation, adequate funding, quality systems
- Content – training reflects stakeholder training needs quality standards, stakeholder representation, adequate lead in time, pre-training interviews with learners, LLN and language focus
- Support systems, cultural appropriateness, professional development
- Delivery of training, lesson plans, learner driven training, communication strategies.

***Outputs:***

By the end of this phase of the project working with the Hairdressing Department working with the project managers the hairdressing team at MIT had worked through the development steps A (Introduction [Gap analysis completed and findings collated]) and some of B (Implementation), with Step C (Assessing Performance) and Step D (Continuous Improvement) yet to be discussed. A comprehensive development plan that involving the identified 24 identified areas of change for the department is yet to be completed.

Arrangements have been discussed to complete the development plan mid-2019.

***Impact on practice:***

- Three meetings with the Hairdressing Department team have been conducted. Staff members welcomed the opportunity to discuss best practices and issues which in turn highlighted current practices.

***Impact on Learners and Staff:***

Initial impact on learners has not yet been measured. Staff however, expressed interest in completing the OLA training model and development process.

***Challenges:***

By the time the second OLA pilot in Hairdressing commenced there was inadequate time in the project to complete the development plan, the implementation and review of impact of the plan. Despite the shortened pilot, the value of a staff-centred development process again was expressed by all hairdressing staff that participated in the project.

### ***The Pacific Unit***

Two meetings with members of the Pacific Unit were conducted in the last phase of the project.

The meetings were extremely productive. The value of the OLA training model as a potential evaluation and development tool was identified. The Pacific Unit as a team completed a gap analysis that supported the conversations that had taken place. (See Appendix L)

#### ***Feedback:***

##### Requirements

- For staff to develop their evaluative capabilities in particular understanding data and using it for improvement
- The space to carry out organisational development.

#### ***Areas requiring evidence of training need included:***

- Meeting the training needs of Pacific learners
- Stakeholder feedback on training needs to inform course content process.
- Consistency in standards across MIT
- Identified best practices
- Review of policies
- Agreed changes to programmes

#### ***Outputs:***

Involvement with the Pacific Unit occurred in the last phase of the project. Part of Step A (Introduction [Gap analysis completed and findings collated]) only was completed. The team expressed interest in completing the OLA development process.

## Section 4

### MIT Project Phase 5

#### Completion of 3 month long pilots

The aims of the project were to identify the best practices that had been used successfully throughout the research based projects piloted from 2009 to 2016 in New Zealand, Samoa and Tonga and to investigate if the OLA vocational training model could be successfully adapted for a New Zealand training content to better meet the vocational training needs of New Zealand Pacific and other learners. Overall the findings from the 2018 Ako Aotearoa project at MIT were positive. Significant organisational challenges however that were encountered. The restructuring of MIT departments combined with a demanding staff workload meant difficulties in completing the project on time.

In total four departments participated in the project. However, two of the original departments (Floristry and Creative Arts) were withdrawn due to the uncertainties created by MIT restructuring. Two additional departments consequently joined the project late (Hairdressing and Pasifika Unit). Only the Horticulture Department saw the project completed Step 3 of the development process.

The uncertainties and workload of staff meant challenges in areas such as communication with stakeholder groups such as managers, administration, employers, students, whānau/aiga etc. In the three-tier approach to training, administration is an important group to work with to ensure quality systems are evaluated and developed as necessary. The lack of participation of this group resulted in a gap in the development project plan that was picked up to some extent by management and department staff, but still would require revisiting should a second stage of the project take place.

While the model was significantly simplified as a result of stakeholder feedback in the early stages of this project, for practical reasons the importance of further refining and streamlining the OLA training model as a development tool that could be embedded long- term into an organisation have become very apparent.

Despite these challenges stakeholder feedback was extremely positive.

- OLA was seen as being immediately relevant to existing programmes, as it had been to new programmes in the past.
- Newcomers to the OLA training model found it easy to grasp and engage with.
- The model worked well as both a team and individual staff member development tool for all departments, groups, industry areas and individuals.
- OLA provided a framework and benchmark to easily measure existing and best practices.
- The adapted OLA process and resources were found to be informative and useful.
- The group discussions and gap analysis exercises quickly identify critical gaps in practice.

- OLA provided a welcome framework for discussion of departmental and stakeholder needs and how to better to address them.
- OLA's rapid feedback to stakeholders meant that changes could quickly be made to existing practice with longer term changes implemented in a managed way.

### **Potential Benefits of the model for Learners**

With excellent student outcomes in the projects carried out between 2009 and 2016, OLA had been proven as an effective vocational training model that supported positive learning and employment outcomes for Pasifika learners. The 2018 MIT Ako Aotearoa funded project used recognised best practices as a benchmark to evaluate the status of existing programmes within a department. In this way the model was adapted to meet the training needs of MIT as a New Zealand based provider. While the impact of the identified and completed changes in terms of actual benefits to learners has not yet been measured as part of this project, motivation to complete the process has been expressed by management and staff.

### **Commitment to act on the findings**

**Horticulture:** As has been mentioned, the teaching team immediately made changes to the design and delivery of the level 3 and 4 Horticulture programmes to make the programmes more culturally appropriate. Other changes that are focused on the review and development of support systems, greater engagement with community groups and reorganisation of timetables to ensure more time is made available for staff dialogue and review of quality systems.

**Hairdressing:** Hairdressing team members through the completion of a gap analysis process have identified the areas requiring change. Meetings will shortly be confirmed to use the findings to develop improvement plans for the department and individual team members.

**Pacific Unit:** Discussions with members of this unit have taken place. Interest has been expressed in using OLA as a development tool to use with data to evaluate reasons for good and poor performance in programmes that involve Pasifika learners. Further meetings with members of this team are planned.

**Management:** While the manager Pam Wood that we have been working closely with has left MIT, other managers have been informed of the impact of the OLA project in 2018. Once this report is approved, we will work with recommended managers to put together an application to Ako Aotearoa to further investigate the potential of OLA as a tool to apply in different industry areas, and levels and support the Pasifika learners and others in their training and in workplaces.

**General:** The OLA training model has been successfully adapted and reconfigured to measure and reflect the training needs of a New Zealand based polytechnic.

The identified best practices collated from New Zealand and Pacific projects completed between 2009 and 2016 have been used as the basis for a gap analysis questionnaire, that is included in a training package. A training package has been developed and a number of times, based on stakeholder feedback for applicability and usability.

## **The Training Package**

The training package includes information on:

- OLA history and Tikanga
- An overview of the evaluative four step change process that includes the following steps:
  - Introduction (including Gap Analysis)
  - Implementation
  - Assessing Performance and
  - Measuring Improvement

## **Conclusion**

MIT has been an excellent environment to investigate the potential of the OLA training model in a New Zealand large provider organisation context. Importantly, feedback confirmed that the OLA training model is considered by key stakeholders to be a tool that can enhance the learning experience and success rates for Pasifika and other learners. By measuring current practices against best practices, planning and implementing necessary changes learning environments can be as good as possible. Feedback also indicated that the OLA process provided space for staff to dialogue about important issues.

MIT Horticulture, Hairdressing Departments and the Pacific Development Unit as well as the project partners QED and Alkimi are committed to completing the project in 2019. The three organisations are keen to not only continue the current pilots but to escalate the model at MIT to involve more departments, levels and staff.

With OLA best practices applied across MIT, graduates would be supported in their workplaces as confident workers with well-thought-of qualifications and current industry-relevant skills and knowledge.

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# Appendix A: Supporting Pacific People's Participation in the NZ Horticulture Industry

Design of Initial Foundation Horticulture Programme for Pacific Island People (Madell 2010).

## Content throughout course

- Holistic
- Interactive
- Student-centred
- Embedded Literacy and Numeracy
- Group learning wherever possible
- Peer mentoring
- Spiritual teaching
- Communication skills
- Employability skills
- On-job training with growers in industry
- Assemblies
- Mini celebrations to mark achievements
- One-on-one feedback conversations and progress reviews
- Trainees to keep progress/reflection diaries
- Pastoral care including interventions in progress if appropriate
- Milestone evaluations and assessments
- Reflection periods
- Pacific signs, symbols and metaphors to be used
- Sustainable techniques
- and organic techniques to be taught where possible
- Mentoring using Pacific symbols and metaphors
- Plot of land for each student to work on
- Student course evaluations
- Tractor driving practice (after week 10)
- Chainsaw practice

## **Content**

### **Weeks 1-3:**

- Orientation
- Background to the course, why trainees have been selected
- Learning goals of course
- Cultural aspects of the course
- Attitudes necessary to do the course
- Learning to learn
- Team building
- Good work habits
- Horticulture health and safety
- Mentoring

### **Weeks 4-5**

- Speakers and role models from the Pacific community to discuss their experiences
- People from industry to talk to students about work, history and background of the horticulture industry, especially from a PI perspective
- Careers in horticulture

### **Weeks 6-7**

- Business values
- Financial literacy and responsibility
- Introduction to computing
- Form filling

### **Weeks 8-9**

- Valuing the environment
- Horticulture terminology
- Identification of machinery and tools

### **Weeks 10-12**

- Theory about the use of tools, including chainsaw and tractor
- Chainsaw maintenance
- Specialist training in use of chainsaw

- Chemical safety
- Hand tools
- Small engines

**Weeks 13-15**

- Irrigation
- Understanding “site-safe”
- Small garden maintenance

**Weeks 16-18**

- Basic botany
- Trees and shrubs

**Weeks 19-21**

- Gardening, floristry
- Weeks 23 – 24
- Viticulture

**Weeks 25 – 27**

- Nursery production/production horticulture

**Weeks 28 – 30**

- Landscaping

**Weeks 31 – 33**

- Management, advanced practical skills

**Weeks 34 – 35**

- Further study and career progression options.
- Celebrations

## Appendix B: Overview of Projects Completed as part of the OLA Pacific Strategy:

Name of Project	Funder	Year
1 Horticulture Training Requirements in the Pacific Islands	NZ Hort ITO	2009*
Finding: <ul style="list-style-type: none"> <li>There is a need for practical training in vocational areas such as horticulture</li> </ul>		
2 Supporting Pacific Peoples' Participation in the New Zealand Horticulture Industry	Ako Aotearoa	2010*
Findings: <ul style="list-style-type: none"> <li>There is not currently Foundation ITO programmes in NZ or elsewhere.</li> <li>There is a need for Pacific learners to increase their horticulture skills.</li> <li>Pacific learners are well suited to practical training</li> </ul>		
3 Straight To Work Pilot Foundation Horticulture Training Programmes	MSD	2010
Finding: <ul style="list-style-type: none"> <li>ITO foundation horticulture training is effective and can meet the needs of learners</li> </ul>		
4 External Evaluation and Review – Pacific Strategy one of two areas of focus	NZ Hort ITO	2010
Finding: <ul style="list-style-type: none"> <li>ITO Pacific strategy is innovative and meets the needs of governments industry and learners</li> </ul>		
5 Use of Technology in Horticulture Training	NZ Hort ITO & Lockload	2011
Finding: <ul style="list-style-type: none"> <li>Use of mobile phones in training saves, time, resources for the ITO and increases the robustness of assessment and moderation.</li> </ul>		
6 Presentation on NZ Horticulture ITO Pacific Strategy at Vocational and Training Research Seminar	Ako Aotearoa	2011
Finding: <ul style="list-style-type: none"> <li>The concept of adapting the ITO model for application off shore is of interest to other N.Z stakeholders e.g. ITOs</li> </ul>		
7 Horticulture New Zealand – Recognised Seasonal Employer – Questionnaire Outcome Report	NZ Aid	2012*

Finding:			
<ul style="list-style-type: none"> <li>2/3 of RSE employers agreed that a foundation training programme would be beneficial for their businesses prior to the RSE workers' employment in NZ</li> </ul>			
8	Pacific strategy for New Zealand Horticulture Samoa	NZ Aid	2012*
Findings:			
Samoan Horticulturalists:			
<ul style="list-style-type: none"> <li>Horticulture-skills are imperative for horticulture industry in Samoa</li> <li>All of the Samoan participants preferred the delivery of the whole programme in Samoa. N Z RSE employers:</li> </ul>			
<ul style="list-style-type: none"> <li>Majority of the respondents agreed that a foundation training course for RSE workers would be beneficial for their business</li> </ul>			
Generic Skills required in a foundation training programme -Literacy, Language and Numeracy, LLN (incl. information technology and budgeting) Cultural diversity <sup>[SEP]</sup> Health & Safety (OHS) <sup>[SEP]</sup> Personal Hygiene Healthy nutrition/diet and wellbeing, and food processing			
Horticulture Skills required in a foundation training programme -Packing and sorting fruit and vegetables, pruning fruit trees, maintaining crops, planting vegetables			
9	Samoa Evaluation report	NZ Aid	2013*
Findings:			
<ul style="list-style-type: none"> <li>O I I Fanaa programme exceptionally well received by all trainees and staff involved</li> </ul>			
<ul style="list-style-type: none"> <li>83% completion rate</li> <li>Selected horticulture unit standards well received. Trainees and ITFs satisfied with the programme</li> </ul>			
Recommendations:			
<ul style="list-style-type: none"> <li>Better Organisation</li> <li>Better Communication and collaboration</li> <li>More delivery Time</li> <li>Better programme preparation, e.g. training plans Additional Resources</li> </ul>			
10	O-T-J Training Seasonal Workers Report	Primary ITO	2013*
Findings:			
<ul style="list-style-type: none"> <li>100% of RSE workers are interested in completing a National Certificate in HorticultureL1 89% of RSE workers are interested in participating in on the job training in their own country</li> </ul>			
No.	Name of Project	Funder	Year
11	Tonga report	NZ Aid	2013

<p>Findings:</p> <p>The Tongan horticulture industry:</p> <p>All participants also emphasised that a practical foundation programme would be helpful for Tongan seasonal workers when going to New Zealand to earn money for the support of their families in Tonga.</p> <p>Advantageous and helpful for Tongan people interested in working as RSE workers in New Zealand and the Tongan horticulture industry, if the foundation programme covering the generic training and the horticulture training, and leading to the National Certificate in Horticulture (Practical) Level 1, be delivered in Tonga</p> <p>NZ RSE Employers:</p> <p>The majority agreed that a foundation training course for RSE workers would be beneficial for their business</p> <p>Tonga horticulturalists and NZ RSE employers agreed on the following priority skills –</p> <p>Generic Skills -Business management / agribusiness, healthy nutrition/diet and wellbeing, food processing Horticulture skills: Planting vegetables, maintaining crops, harvesting crops, packing and sorting fruit and vegetables</p>			
12	Tonga Ola 'o e Fonua Evaluation Report	NZ Aid	2013*
<p>Findings:</p> <ul style="list-style-type: none"> <li>• Programme well prepared and delivered.</li> <li>• Well received by trainees, trainers and staff.</li> <li>• Differed from the Samoa Ola I Fenua programme – less providers involved, less credits, some different unit standards, unit standards non unit standards topics embedded, use of mobile phones as a training resource, LLN requirements as entry criteria</li> <li>• 92% trainees completed their training received National Certificate in Horticulture L1</li> <li>• 17/25 first post school certificate</li> <li>• 19/22 going onto RSE</li> <li>• At the end of the training programme, all trainees significantly improved upon pre-entry LLN scores</li> </ul> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>• Excellent communications assisted embedding non unit standard topics</li> <li>• Currently included unit standards beneficial for Hort industry in Tonga and in NZ.</li> <li>• More time on computers</li> <li>• Well prepared. Requested training plans for training the trainer Inclusion of a leadership unit</li> </ul>			
13	Tonga Industry Feedback Report	MFAT	2013*

Findings:

- Horticulture can make a significant contribution to the health, wellbeing, nutrition and income of people in remote regions, such as Tonga.
- All respondents and participants involved in the research (in both Tonga and New Zealand) identified the training needs of Tongan people in the following generic areas:
  - business management / agribusiness [SEP]
  - Healthy nutrition/diet and wellbeing, [SEP]
  - food processing [SEP]
- It would be beneficial for the NZ RSEs if a foundation programme could be developed which covers the identified generic training and would be delivered in Tonga. [SEP] The respondents and participants (in Tonga and NZ) also identified the following four fundamental horticulture training needs that should be delivered on-the-job: [SEP]
  - Planting vegetables [SEP]
  - Maintaining crops [SEP]
  - Harvesting crops [SEP]
  - Packing and sorting fruit and vegetables [SEP]

13	ISDF Tonga Project Piloting of OLA Induction and Preparation programme L1 and OLA Leadership Programme L3	DFAT	2014 - 2016*
<ul style="list-style-type: none"> <li>• OLA training model is effective</li> <li>• Excellent training outcomes</li> <li>• Need for 3 tier capacity building in country (providers, MiA, MAFFF)</li> <li>• Need for pre level 1 programs</li> </ul>			
14	ISDF Employer Report <ul style="list-style-type: none"> <li>• Piloting of OLA Induction and Preparation programme L1 and OLA Leadership Programme L3 and the 3 tier capacity building model in country (providers, MiA, MAFFF)</li> </ul>	DFAT	2016*
<ul style="list-style-type: none"> <li>• OLA training model is effective</li> <li>• Excellent training outcomes</li> <li>• Need for 3 tier capacity building in country (providers, MiA, MAFFF)</li> </ul> <p>Need to establish OLA vocational training in Tonga in Horticulture then other industry areas developing higher level programmes using RPL and RCC and pre level 1 programs</p> <p>DFAT funding obtained to establish over a five year period OLA training in Tonga</p>			

## Appendix C: Collated OLA Best Practices and Principles as at 2018

<b>General</b>
Training and qualification pathways
Recognition of skills and access to qualifications
Training that reflects industry needs
Three tier training system – managers, trainers, admin
Training related to government priorities
Principles of Freirean pedagogy underpin training including focus on literacy, use of local languages and English, a practical on the job training approach, training of trainers using the same model of learning, logically organised themes based on clusters of skills/unit standards, a developmental approach, connection with local culture and expertise, modules linked to unit standards
Holistic
Student-centred
Establishment of training and qualification pathways
Extension of training into different industry areas
Adaptation of training or programme at any level, for any group, in any context
Preparation
Quality focused systems and infrastructure; quality assurance processes identified
Innovative robust learning management system in place to secure and record their skill level, e.g. ITONZ
Development of linkages, consultation, collaboration
Industry consultation process. Employer feedback used in programme design.
Robust communication system
Training of managers, trainers and administrators mimicking the OLA training model
Skills linked to units of learning
Ensure adequate lead in time prior to the start of training. Resources and contracts in place
Learning outcomes chunked, reflected in modules, lessons
<b>Staff</b>
Appoint appropriate staff
A relevant industry background, experience of training young people
Personal characteristics including empathy, caring, respect, “going the extra mile”, passion to enthuse and motivate, patience and perseverance
A thorough knowledge of Pasifika culture
Unit standards 4098 (“Use Standards to assess candidate performance”) and 11281 (“Prepare candidate(s) for assessment against standards”) National Certificate in Adult Education and Training (Level 4) qualification, or equivalent
Provision of ongoing professional development
Relationships with Students



Positive relationships with tutors through, effective teaching, allowing students adequate time to complete assignments, encouraging and facilitating the student-tutor relationships, making support readily available, resolution of conflicting advice or feedback, clarifying assignments and helping students plan their completion, use of non-confrontational behaviour management techniques
Demonstrate tutor characteristics that contribute to positive relationships with students; empathy, caring, respect, going the extra mile, passion to enthuse and motivate patience
<b>Content</b>
Consultation with stakeholders/employers in design of training
Embedded Literacy and Numeracy
Technology
Living, learning and employment skills
Spiritual teaching
Communication skills
Milestone evaluations and assessments
Communication
Leadership training
Financial literacy and business skills
Employability skills
Accessing systems and services
Collaborative delivery methods
Budgeting
H & S
Practical on the job training
Collaborative delivery methods
Generic living, learning and employment topics important e.g. LLN, cultural differences, healthy lifestyle
Life skills mixed with industry skills
LLN embedded
<b>Delivery</b>
Interactive
Peer mentoring
Practical application of theoretical knowledge and skills
Assemblies
Traditional /culturally appropriate practices
Pacific signs, symbols and metaphors to be used
Sustainable techniques to be taught where possible
Group learning wherever possible
Dialogue, questioning, problem solving
Bi-lingual delivery
Use of simple language
Breaking complex ideas into bite-sized pieces

Rephrasing, concepts
Interactive delivery, diagrams, films, discussions, case studies and roleplaying
Practical On-job training
Analytical ways of thinking – summarising what a person has said, elaborating on what has been said, relating the content to their own experience, providing examples to clarify points, making connections between related issues
<b>Support systems</b>
Learner-centred learning
Use of technology in training; to track learner progress, to capture evidence of competency, to track trainer progress, to use in moderation, to use as an online Cloud based visual C.V.
Embedded quality systems to support training
Cultural mores and expectations
Career information
One-on-one feedback conversations and progress reviews
Mini celebrations to mark achievements
Trainees to keep progress/reflection diaries
Pastoral care including interventions in progress if appropriate
Mentoring using Pacific symbols and metaphors
<b>Review and evaluation</b>
Formal and informal evaluation
Student course evaluations
Reflection periods
Findings used for continuous improvement of training
Extension of training into different industry areas and levels

## Appendix D: Project Plan for MIT 2018

### OLA Project Plan Output: Project infrastructure and governance established.

Purpose	Activity	Who	When	Completed
Establishment – Relationships & roles	1. Discussions between key project partners			
Establishment: Relationships & roles	2. Key stakeholders are met 3. Linkages are made 4. OLA training model and pr			
Project Development	5. Project partner meetings			
Project development:	6. Information gathered from team debriefs and informal feedback and from reports and recommendations			
Publicity	7. Informing to the wider employers and interested parties.			
Related Project development:	8. Discussions re the adaptation of the OLA model, to inform stakeholders			
Project management:	9. Details of the project plan Project implementation strategy developed and implemented			
Meetings strategy:	10. Weekly meetings take place			
Evaluation:	11. End of month meeting takes place			
Establishment:	12. Training schemes organised – Timetable, resources, lesson plans, assessment tools			

Programme development:	13. Key stakeholders met & training model principles discussed 14. Delivery requirements organised 15. Resource development completed 16. Training sites organised 17. Potential trainers /trainees identified			
	18. Infrastructure/administration/quality assurance organised project partners/agencies. 19. Roles /agreements developed			
Communication	20. Robust communication strategy agreed to – formal (meetings, agreements, emails) and informal (meetings, email, texting)			
Programme development:	21. Details of training schemes are shared with key stakeholders and feedback collected from stakeholders			
Programme development:	22. Key stakeholders met & training model principles discussed 23. Delivery requirements organise			

## Appendix E: OLA MIT Feedback Form for Employers

This was to measure the Effectiveness of the Training.

Concept: To approach the outcomes of the Unit Standard at the highest level and then ask questions for each US:

- how much you use these outcomes in your work?
- how useful are these outcomes in your work?
- what knowledge and skills is important to you that was not included in your employee's training?

So we have a set of questions relating to each US for the worker and the employer. Suggestions are below.

Think about how you might design the questionnaire using these questions for the induction program:

- There were x number of unit standards that were taught in your course:
  - Please rate each unit standard for how much you use it in your work (1=I use it a lot, 2=I use it sometimes, 3=I use it a little, 4=I don't use it)
  - Please rate each unit standard for how useful it is in your work (1=very useful, 2=useful, 3=not useful, 4=not at all useful)
- What knowledge or skills are important to your work that was not included in the training?

Employer questions:

- Please rate each unit standard for how useful it is to improving productivity (1=very useful, 2=useful, 3=not useful, 4=not at all useful)

## Appendix F: Revised OLA Development Process for Existing Programmes

Step	Phase	What	Who
A. Introduction	i	Introductory meeting re the OLA training model	Senior management of a provider organisation
	ii	Organisation of project	As above and department heads
	iii	Introductory seminar re the OLA training model	Departmental staff (managers, trainers, administrators)
	iv	Gap analysis against OLA principles and best practices/resources	As above + additional stakeholder groups e.g. whānau/fono, employers, government agencies, professional bodies, etc.
	v	Development plan	Departmental staff (managers, trainers, administrators) Signed off by departmental head
B. Implementation	i.	Using development plan, plan to make agreed changes for improvement	Departmental staff (managers, trainers, administrators)
	ii	Carry out agreed changes for improvement	Departmental staff (managers, trainers, administrators)
	iii	Record changes with impact statements	As above
	iv	Discuss progress on a weekly basis	As above (+ project managers on a fortnightly basis?)
	v	Adjust development plan as necessary	As above (+ project managers on a fortnightly basis?)
C. Assessing performance	i	Debrief with stakeholder groups; particularly managers, trainers, administrators, and students	As above (+ project managers on a fortnightly basis?)
	ii	Review daily diary of each staff member	Departmental head + Project managers
	iii	Collate all findings	Project managers
	iv	Evaluate developments against plan	Project managers, departmental managers, staff
	v	Write report with recommendations	Project managers with input from departmental managers, staff

D. Measuring Improvement	i	Use report to monitor changes	Project managers with input from departmental managers, staff
	ii	Extend development plan based on effectiveness of the changes and changing environment, requirements	As above
	iii	Consult key stakeholders	Departmental manager
	iv	Participate in 6 monthly review of development	Project managers, departmental managers, staff
	v	Adjust best practices - extend development plan as required	Departmental managers, staff, project managers (if required)

## Appendix G: MIT Horticulture Department Development Plan

Tikanga MIT Staff Responses 60% or lower*	What – Milestone	24/09/18 Response	Why – Target	Who	How – Resource s	Where – Evidence
1. Identify an underpinning pedagogy (f) Content is organised from the self to the outside	Start early with simple and achievable/ move from the self to the outside worlds activities related to self	✓ Start of next course. Course review currently underway	Students experience success straight away	Deb, Paul, Neil, Phil	Time (as soon as students have their boots)	Students more engaged, better retention; Earlier L/O completion, higher retention
2. Effective management of training (h) Utilise the advice of external stakeholders as part of management and governance	Reinstate advisory group	/ End of 2018.	To happen to provide avenue external feedback	Pam & Dave	Terms of reference	Meeting Minutes
3. Training that meets the needs of key internal stakeholders including learners, (h) Deliver classes using some languages, metaphors, symbols, examples that reflect cultural groups represented in class cohort	Have a shared multicultural lunch	has taken place	More comfortable learning environment	Deb, Paul, Neil, Phil	Time	Improved feedback reflects respect towards the range of cultures in class.



<b>Tikanga MIT Staff Responses 60% or lower*</b>	<b>What – Milestone</b>	<b>24/09/18 Response</b>	<b>Why – Target</b>	<b>Who</b>	<b>How – Resource s</b>	<b>Where – Evidence</b>
4. Training that meets the needs of key external stakeholders including industry, Whānau, Groups, etc., (e) The inclusion, respect and integration of the local mores, protocols and systems of key stakeholder groups and culture	Use various languages for morning greetings Contact Pacific Centre /contact churches	✓Use of various languages for morning greetings / End of 2018.	Students see their own culture and whānau is welcome as part of their learning	Deb, Paul, Neil, Phil Dave	Time	Improved retention and course completion across a range of cultures.
5. Trainers are fully knowledgeable and skilled in the delivery of their programmes (d) Culturally appropriate delivery methods applied i.e. Knowledge and skills are meaningful, using bi-lingual delivery (if appropriate) use of indigenous metaphors, symbols, examples, use of cultural models	Use of phrases words of class agree to	✓Use various languages for in delivery methods - changing language for delivery of international students	The culture of teaching and learning becomes part of everyday discussion	Dave	Time talking to senior management heading admin	Smoother system more focused students and staff, improves performance of department
6. Quality Administration	Programme reviews	Monthly /mid term/ end of	Restore important Q.A activities as part of a business as usual.	Paul	Time/foc  us	Moderation  reports are

<b>Tikanga MIT Staff Responses 60% or lower*</b>	<b>What – Milestone</b>	<b>24/09/18 Response</b>	<b>Why – Target</b>	<b>Who</b>	<b>How – Resources</b>	<b>Where – Evidence</b>
(d) Implement identified OLA best practices in all areas of training e.g. programme development, resourcing, delivery, administration, monitoring and review	in place.	year / Happening during holiday period			(possibility a three week window mid course)	current according to plan and kept up to date.
7. Effective delivery of training	No responses were below 60%					

Tikanga MIT Staff Responses 60% or lower*	What – Milestone	24/09/18 Response	Why – Target	Who	How – Resource s	Where – Evidence
<p>8. Trainees cope with the demands of the training programme</p> <p>(a) Training is learner driven</p> <p>(b) LLN testing takes place prior to entry to the programme – as entry criteria and to inform delivery and at the end of the programme to measure changes in LLN score</p> <p>(c) Pre-training interviews are conducted with each candidate, and used to develop training plan and agreement/pathway</p> <p>(f) Training agreements effectively track student progress, student interviews, feedback? Reviewing assessments</p>	<p>LLN testing computer testing for all students by the end of week 1; followed by MIT Foundation studies for those who don't reach ok level for success at Level 4</p> <p>Reintroduce pre-training interviews with all students for selection purposes</p> <p>Course outline and dates given to students on day 1</p> <p>A training agreement is signed as a tear-off page in student</p>	<p>X Cannot happen before enrolment due to open entry policy of MIT</p> <p>✓ Now organised for start first 3 weeks of programme. Findings will inform learning support</p> <p>? Further investigation of benefits of tear-off page in student handbook that students sign as training agreement</p>	<p>So there are more suitable students across the all courses.</p>	<p>Pam, Dave and Team</p>	<p>Time, meeting, new process</p>	<p>Better pass rate for first assessments, overall course completion &amp; retention rates.</p>

Tikanga MIT Staff Responses 60% or lower*	What – Milestone	24/09/18 Response	Why – Target	Who	How – Resources	Where – Evidence
	handbook Assessments currently paper based and limited. Need to find a way to assess skills using naturally occurring evidence, video diaries etc.	? Review of assessments to recommend as part of programme review and moderation exercise				
9. Use of feedback for continuous			Info on time so it	Pam to take the	Survey paper,	Teaching staff incorporate
improvement to training and project management (d) Data collection provides accurate information learning outcomes	Reintroduce hort department paper surveys, to use for next semester. Currently MIT admin organises feedback process via email. Most hort students no access to computers. Delay by MIT	/ Towards the end of each semester so students are comfortable giving feedback	can be used for improvement	concerns about timelines of the current surveys to management.	time during study near end of semester	the student feedback into a review of each course, every semester.

Tikanga MIT Staff Responses 60% or lower*	What – Milestone	24/09/18 Response	Why – Target	Who	How – Resources	Where – Evidence
	admin in sending collated info from feedback. Process not working.					
10. Carry out organisational development effectively (a) Use OLA training model and development process as part of the organisations self-assessment process – e.g. apply standards and findings to KEQs	Use OLA process. Need to see after process is completed what to do and how to do it.	By end of 2018	To better engage students in their own development and learning.	Pam and the team.	Implement the OLA material developed by Alkimi & QED for MIT hort.	See if OLA development process makes a difference

The gap analysis questionnaire was completed by six Horticulture teaching staff on 4 May 2018. A second feedback session took place on 6 August 2019, and the final feedback session, took place on 24 September 2018.

Areas of Development:

- System for external feedback on the effectiveness of the training
- Cultural responsiveness
- System for student support - LLN
- Identification and use of best delivery practices
- Continuous improvement mechanism

## Appendix H: Hairdressing Gap Analysis Spreadsheet

Questions	Total	Average	Rating
1. f) Content is organised from the self to the outside	8	2	50%
6. a) Quality standards of the umbrella provider organisation are embedded in the training	8	2	50%
9. g) Stakeholder representatives are in programme advisory groups as a consultation channel	8	2	50%
2. f) Adequate lead-in time to organise and prepare the programme, including timetabling, contracts and resources	8.5	2.125	53%
6. c) The policies and procedures in the QMS reflect best practices and what happens	8.5	2.125	53%
8. c) Pre-training interviews are conducted with each candidate, and used to develop training plan and agreement/pathway	8.5	2.125	53%
2. a) Training reflects the government strategy	9	2.25	56%
2. b) Training reflects the strategic and business plans objectives of your organisation	9	2.25	56%
2. d) Adequate funding and resources cover the needs of the programme	9	2.25	56%
5. c) Support systems for staff are in place e.g. training and mentoring	9	2.25	56%
5. d) Culturally appropriate delivery methods applied i.e. Knowledge and skills are meaningful, using bi-lingual delivery (if appropriate) use of indigenous metaphors, symbols, examples, use of cultural models	9	2.25	56%
6. b) Quality systems used reflect the policies and procedures in the QMS – and	9	2.25	56%
3. h) Deliver classes using some languages, metaphors, symbols, examples that reflect cultural groups represented in class cohort	9.5	2.375	59%
6. f) All staff participate in development and implementation of the QMS	9.5	2.375	59%
1. c) There is some LLN and language focus using enquiry techniques and dialogue	10	2.5	63%
6. d) Implement identified OLA best practices in all areas of training e.g. programme development, resourcing, delivery, administration, monitoring and review	10	2.5	63%
7. i) Lesson plans are designed to prepare and deliver the programme		2.5	63%
8. a) Training is learner driven	10	2.5	63%
2. e) A robust communication strategy is in place e.g. meetings, professional development, mentoring and supervision etc.	10.5	2.625	66%
2. h) Uses the advice of external stakeholders as part of management and governance	10.5	2.625	66%
3. f) Use simple language particularly for ESOL learners	10.5	2.625	66%
6. e) Administrators are fully trained	10.5	2.625	66%
6. h) Changes are agreed to by all staff	10.5	2.625	66%
7. e) Training resources are of high quality and cover the needs of the programme	10.5	2.625	66%
8. f) Training agreements effectively track student progress, student interviews, feedback	10.5	2.625	66%
8. h) A comprehensive system tracks and manages learner progress	10.5	2.625	66%

## Questions

Questions			Total	Average	Rating
1	.a)	There is a community/whānau connection	11	2.75	69%
1	.e)	Content is organised thematically	11	2.75	69%
3.	a)	Training meets the needs of learners – i.e. learners encouraged to feel safe in articulating their ideas and opinions	11	2.75	69%
4.	a)	Priority training needs are identified through feedback from with key stakeholders e.g. employers and learners to inform the design of each programme	11	2.75	69%
4.	b)	The currency of the content of the programme is reviewed regularly and includes feedback from key stakeholders	11	2.75	69%
4.	c)	Programme content is holistic and integrated – required life skills are mixed with specialist/industry skills	11	2.75	69%
5.	f)	Provide leadership in resolving any conflicting advice or feedback given	11	2.75	69%
6.	g)	Policies are reviewed regularly	11	2.75	69%
9.	b)	Feedback informs content of the training to ensure training meets industry and learner needs	11	2.75	69%
9.	c)	Feedback gathered is used to monitor effectiveness of the programme	11	2.75	69%
9.	d)	Data collection provides accurate information learning outcomes	11	2.75	69%



## Appendix I: Hairdressing Development Plan

Needs identified in MIT hairdressing workshop, 15 and 20 Nov 2018	Gap rating	What: milestone	When: due date	Why: target	Who	How: Resources	Where: Evidence
1. f) Content is organised from the self to the outside	50%	Programme Content and timetable reviewed - Tuesday staff meeting	2019	Need to discuss /identify Hairdressing's underlying pedagogy – and key principles to inform programme development, delivery and review.	Pam	NA	Minutes
6. a) Quality standards of the umbrella provider organisation are embedded....	50%	Info to be shared Tuesday staff meeting	2019	Although stated in programme docs – but quality standards not often referred to/staff are probably unaware of requirements. Good idea to understand industry standards, etc.	Pam	NA	Programme delivery policies and procedures identified and circulated
9. g) Stakeholder representatives are in programme advisory groups as a	50%	Meeting conducted	November 2019	Advisory groups dropped now being reinstated. Explore options of make-up of and role of advisory groups.	Pam	NA	Minutes
2. f ) Adequate lead-in time to organise and prepare the programme, including	53%	Change in timetabling with 3 semesters	Organised	No time to prepare resources or course material in the past. Change in semesters likely to address this. Organise opportunity for staff to discuss needs and effectiveness of system.	Pam/Sue	NA	Change in Course approval
6. c) The policies and procedures in the QMS reflect best practices and what happen	53%	Info to be shared Tuesday staff meeting	2019	Opportunity for staff to examine degree to which QMS reflects actual practice /Internal compliance/QMS and to gain awareness of compliance requirements of system	Pam	NA	Programme delivery policies and procedures identified and circulated

8. c) Pre-training interviews are conducted with each candidate, and used to develop training plan and agreement/pathway 53	53%	Info sessions reinstated and effectiveness of voluntary. Evaluate effectiveness. Explore if info sessions info could be used to inform training plan	2018/2nd semester	Info sessions were dropped now reinstated – but non-compulsory. Unclear if info used to develop training agreements. Opportunity for staff to find out more about the new system	Pam/Sue	NA	Info sessions available for learners.
Needs identified in MIT hairdressing workshop, 15 and 20 Nov 2018	Gap rating	What: milestone	When: due date	Why: target	Who	How: Resources	Where: Evidence
2. a) Training reflects the government strategy	56%	Info to be shared at Tuesday staff meeting	2019	Opportunity for staff to identify relevance of training to government strategy would ensure all staff fully informed	Pam	NA	Minutes
2. b) Training reflects the strategic and business plans objectives of your organisation...	56%	Info to be shared Tuesday staff meeting	2019	Opportunity for staff awareness of re content of MIT's strategic plan	Pam	NA	Minutes
2. d) Adequate funding and resources cover the needs of the programme...	56%	Info to be shared Tuesday staff meeting	2019	Limited resources under previous semester structure. Now new semester structure, increased resources so issue may not be applicable. Opportunity for staff to identify what resources are available and what any gaps.	Pam	NA	Minutes
5. c) Support systems for staff are in place e.g. training and mentoring	56%	Info to be shared Tuesday staff meeting	2019	Debatable higher level and organizational staff support adequate. Increasing issues w dysfunctional students/. Student support in place. Questions over effectiveness of 'Circle of Love' strategy. EAP not publicised. Opportunity for staff to find more out about support services available for staff	Pam/Sue	NA	Minutes

5. d) Culturally appropriate delivery methods applied i.e. Knowledge and skills.	56%	Info to be shared Tuesday staff meeting	2019	While staff are aware of culturally appropriate delivery methods, opportunity for staff to share best practices and explore effective delivery methods would staff development	Pam/Sue	NA	Minutes
3. h) Deliver classes using some languages, metaphors, symbols, examples...	59%	Info to be shared Tuesday staff meeting	2019	While of culturally appropriate delivery methods are used in the delivery of training, opportunity for staff to share info and explore best practices	Pam/Sue	NA	Minutes
6. f) All staff participate in development and implementation of the QMS	59%	Info to be shared Tuesday staff meeting	2019	Opportunity for staff to check policies and procedures of QMS that relate to Hairdressing and evaluate effectiveness of systems	Pam/Sue	NA	Minutes
Needs identified in MIT hairdressing workshop, 15 and 20 Nov 2018	Gap rating	What: milestone	When: due date	Why: target	Who	How: Resources	Where: Evidence
1. c) There is some LLN and language focus using enquiry techniques etc.	59%	Info to be shared Tuesday staff meeting	2019	Questioning methods used in the classrooms. – Opportunity for staff to explore/develop questioning methods	Pam/Sue	NA	Minutes
6. d) Implement identified OLA best practices.	63%	MIT (Hairdressing/OLA team meeting	2018	Following gap analysis and implementation of development plan, opportunity for staff to discuss effectiveness of changes and system	Pam/Sue/OL A team	NA	Minutes
7. i) Lesson plans are designed to prepare and deliver the programme	63%	Info to be shared Tuesday staff meeting	2019	Lesson plans used informally. Opportunity for staff to explore effectiveness of this system	Pam/Sue/OL A team	NA	Minutes
8. a) Training is learner driven	63%	Info to be shared Tuesday staff meeting	2019	Training is client driven and learner driven. Opportunity for staff to share/find out about best practices.	Pam/Sue	NA	Minutes

2. e) A robust communication strategy is in place e.g. meetings, practices in all areas of training e.g.	66%	Info to be shared Tuesday staff meeting	2019	With the change made to the number of semesters, now more time for communication. Opportunity for staff to review communication strategy.	Pam/Sue	NA	Minutes
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## Appendix J: Summary of Horticulture staff feedback

Summary of feedback on the OLA Project at MIT from Horticulture Department Staff Members, 24 September 2018

1.	1. Why did you and your department or organisation agree to participate in the OLA project?
A.	New and different way/methods to improve Māori and Pasifika participation. Any help in that area worth looking at.
B.	Don't know, not told
C.	To work at ways of developing more inclusive pedagogical practice. To reflect our practice.
D.	Seems like a worthwhile project and applicable to MIT Horticulture – weren't actually told.
E.	It was set up by the Head of Practice. An obligation, quite happy to participate.
	2. In what ways do you think that OLA training model process was successful?
A.	Has help clarify and highlight areas were either not aware of or brushed over to quickly
B.	Helped highlight what do already, what could be improved, what we have no control over.
C.	Identified several key initiatives to improve performance commitments.
D.	Helps us reflect on current processes and ways that these could be improved.
E.	Reflection on programmes and discussion between teaching team of problems and opportunities.
	3. How could the OLA training model process be improved?
A.	By getting a better understanding of Pacific and Māori culture, not just the superficial level but in some depth.
B.	Some of the language-meaning had to be explained. Simplify
C.	Not sure
D.	
E.	Support from OLA was good. Maybe some time allocation each week for a staff member to get some of the suggestions completed.
	4. What do you hope to achieve in the future as a result of participating in this OLA project?
A.	I have personally got some good ideas and have implemented them, for example a formal challenge to each individual learning – in Māori- clearly gave students a goal and in front of their peers they accepted the 'were'. It was a very powerful morning.
B.	Review and implement changes to programmes. Being more aware of cultural differences and changing teaching methods – adapt to student. Being aware each intake of students presents different dynamics and challenges.
C.	Ability to develop culturally inclusive teaching and learning practice
D.	Make improvements to our courses that benefit students, stakeholders, and staff.
E.	Make improvements on programme delivery across a range of areas.
	5. Do you think that if the OLA training model was developed into a training package it could benefit other departments at MIT or other organisations?
A.	Yes it would help and be useful.
B.	I think so though some of the processes we were doing all ready.
C.	Yes – much of the content is directly transferrable. Thank you!
D.	Yes.
E.	Yes, definitely can be of benefit. Some suggestions cannot be implemented by staff due to MIT policy and administration protocol.

## Appendix K: Summary of horticulture employer gap analysis

### Questions that had responses from 5 horticulture employers

	Total	Average	Rating
1. Priority training needs including industry skills are required in your workplace or organisation	13	2.60	65%
5. Programme is focused on providing access to qualifications and further training and or employment pathways	14	2.80	70%
2. Priority training needs including living, learning and employment skills are required in your workplace or organisation	15	2.90	73%
6. Programme includes, respects and integrate some of the mores, protocols and systems of the local groups and cultures	12	3.00	75%
3. As an employer you will participate in seminars about the training	13	3.25	81%
4. As an employer you will be involved in the content of the programme through regularly meetings and review of course information	14	3.50	88%
	5		

## Appendix L: Feedback from Management staff

OLA Vocational Training Model Management Reflection Questions					
Please tick the box for the best practice under each Tikanga, where 1= strongly disagree, 2= disagree, 3=agree, strongly agree=4	1	2	3	4	Evidence statement
1) The resources were appropriate				✓	
2) The management of the OLA project met our needs			✓		
3) There is a clear need for us to use the OLA approach again				✓	
4) We would make changes to the OLA development process next time		✓			
5) The development goals we chose have been at least partially met			✓		
6) We expect /or know that the development goals that we chose will be reflected in our outcomes and statistics			✓		
7) I would recommend the OLA training model to colleagues				✓	
<b>8) Any reflection on how the OLA training model would be applied in the future:</b>					
I would like to see it further rolled out into other areas of MIT					
<b>9) Any reflection on how you would change the OLA development process:</b>					
Perhaps to have a few more regular short workshops to keep the team focused					
<b>10) Any reflection on the ways OLA could benefit your area of training:</b>					
It really brought the team together to focus on what they could improve on.					
<b>11) Any reflection on how OLA can benefit MIT:</b>					
definitely to be used by the Pasifika development office to identify areas of focus in other parts of MIT for improved retention and success.					
<b>12) Any reflection on the future of the OLA training system:</b>					
I'm keen to continue to engage with OLA going forward.					

Reflection questions 2018-11-24



# Appendix L: Feedback from Pasifika Development staff

## Feedback from the Pacific Unit

ease tick the box for the best practice under each Tikanga, where 1= strongly disagree, 2= disagree, 3=agree, strongly agree=4	1	2	3	4	Evidence statement
c) Feedback gathered is used to monitor effectiveness of the programme			✓		
d) Data collection provides accurate information learning outcomes			✓		
e) Feedback and findings are used for continuous improvement			✓		
f) Ongoing involvement of key stakeholders results in feedback on the effectiveness of the training			✓		
g) Stakeholder representatives are in programme advisory groups as a consultation channel			✓		
h) Best practices are shared with others			✓		
<b>Any reflection on how this principle could be developed:</b> <i>In general, MIT staff need support to develop their evaluative capability → understanding data and using for improvement</i>					
<b>0. Organisational development is carried out effectively</b>					
a) OLA training model and development process are part of the organisations self assessment process – e.g. apply standards and findings to KEQs					<i>Unsure of this?</i>
b) Project management techniques are applied to organisational management			✓		
c) Development needs are identified through gap analysis and identified best practices that are used as baseline measurement tools			✓		
d) Development plans are based on gap analysis findings			✓		
e) Changes are implemented in a managed and planned process			✓		
f) There are clear milestones, outputs, tasks, budget, & outcomes, roles and responsibilities			✓		
<b>Any reflection on how this principle could be developed:</b> <i>Again, individuals have varying capability here – more dedicated time and space to do this is imp.</i>					

### The OLA vocational training model

Gap Analysis – Best Practices against OLA Principles  
 Stakeholders to complete: MIT Managers, Trainers and Administrators

Department: <i>Pasifika Development Office, MIT</i> Name: <i>Utufaaasilili Rosemary Mose on behalf of the Pasifika team</i> Role: <i>Internal relations manager</i> Date: <i>27/11/2018</i>
<b>Instructions:</b> You will be asked to complete an online survey And/or You will be asked to complete a hard copy gap analysis. Please consider these OLA best practice Principles/Tikanga and rate each statement about your own work and/or team. <ul style="list-style-type: none"> <li>If you carry out the identified example of each best practice please place a tick in the box 1-4 that best matches your position on it, where 1= strongly disagree, 2= disagree, 3=agree, strongly agree=4</li> <li>If you are unsure, please place a ? in the column provided</li> </ul>
N.B. Comments or additional information or questions about your response may be included at the bottom of each section



Gap Analysis - Best Practices against OLA Principles  
Stakeholders to complete : MI T Managers, Trainers and Administrators

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Department: b.rirfkc, De.vq-fce, MIT  
Name: lt. IvfoasiHl, M on behalf of the Pasifika team  
Role: -:Jl.ife, AAJl c:i) <MM rw;, v,.  
Date: 7 (11 2018

Instructions:

You will be asked to complete an online survey

And/or

You will be asked to complete a hard copy gap analysis.

Please consider these OLA best practice Principles/Tikanga and rate each statement about your own work and/or team.

- If you carry out the identified example of each best practice please place a tick in the box 1-4 that best matches your position on it, where 1=strongly disagree, 2=disagree, 3=agree, strongly agree=4
- If you are unsure, please place a 7 in the column provided

N.B. Comments or additional information or questions about our response may be included at the bottom of each section.

## **Appendix M: Aims and objectives of the 2018 OLA project**

Project aims and objectives from the 2017 application to Ako Aotearoa.

The initial aim of the project is to produce a benchmark resource and measurement tool that contributes to improving the quality of vocational training for Pacific learners and student outcomes by meeting the training needs of both learners and employers.

The objective of the project is to develop and pilot the resource and measurement tool to evaluate the quality of training and delivery of any tertiary provider participating in vocational training against the identified best practices of the OLA training model. Information obtained from the pilot on the applicability of the OLA training model will be used to further improve the training model, resource and tool prior to its wider distribution circulation.

### **Evidence-based need for the project**

See Appendix 1 for a summary of the completed projects used in the development of the OLA training model and the findings.

The findings provided general characteristics of an adapted and adaptable ITO training model that can meet the training needs of different groups of stakeholders in different contexts e.g. Pacific learners in New Zealand and in Pacific states and horticulture growers in NZ and Pacific states. It is now time to collate identify what has been learned and how the findings can be applied as a benchmark resource and measurement tool to support vocational training for Pacific and other learners in horticulture and then different industry areas in New Zealand, the Pacific and elsewhere.

### **Project Method/Design**

Phase 1. Data analysis

Identify the key findings and best practices from the recommendations included in the following research based projects:

Phase 2. The development of training package to inform project provider and future users. Training package includes principles and key findings identified from past research projects. Examples of best practices included in the training package and resource include guidelines, examples of best practice and a checklist.

Phase 3:

Following the piloting of the benchmark resource and measurement tool a questionnaire on the usefulness of the benchmark resource and measurement tool is circulated to participating MIT staff. The findings are collated and used to improve the training benchmark resource and evaluation tool.

Phase 4:

The training benchmark resource and evaluation tool is published and circulated amongst key New Zealand stakeholders.

## Appendix N: Comparing Horticulture and Hairdressing

Comparing staff survey results for the departments' gap analysis

Questions	Rating, Hair	Rating, Hort	Hair vs Hort
1. There is an underpinning pedagogy to drive training			
1. a) There is a community/whānau connection	69%	70%	98.2%
1. b) Use of existing systems/local experts	72%	75%	95.8%
1. c) There is some LLN and language focus using enquiry techniques and dialogue	63%	70%	89.3%
1. d) There is a holistic and integrated approach	72%	65%	110.6%
1. e) Content is organised thematically	69%	75%	91.7%
1. f) Content is organised from the self to the outside	50%	55%	90.9%
2. There is effective management of training			
2. a) Training reflects the government strategy	56%	75%	75.0%
2. b) Training reflects the strategic and business plans objectives of your organisation	56%	80%	70.3%
2. c) Effective governance and management systems are in place e.g. an advisory board to provide advice on your training and programme	72%	65%	110.6%
2. d) Adequate funding and resources cover the needs of the programme	56%	60%	93.8%
2. e) A robust communication strategy is in place e.g. meetings, professional development, mentoring and supervision etc.	66%	65%	101.0%
2. f) Adequate lead-in time to organise and prepare the programme, including timetabling, contracts and resources	53%	60%	88.5%
2. g) Adequate & appropriate organisation and resources for the programme are available	72%	70%	102.7%
2. h) Uses the advice of external stakeholders as part of management and governance	66%	60%	109.4%
3. Training meets the needs of key internal stakeholders including learners			
3. a) Training meets the needs of learners – i.e. learners encouraged to feel safe in articulating their ideas and opinions	69%	80%	85.9%
3. b) The currency of the content of the programme is reviewed regularly and includes feedback from key internal stakeholders – e.g. learners, tutors, support staff, etc.	72%	70%	102.7%

Questions	Rating, Hair	Rating, Hort	Hair vs Hort
3. c) A developmental approach from simple to complex, and practical application of knowledge and the development of practical skills follows theory	75%	80%	93.8%
3. d) Programme content is holistic and integrated – required life skills are mixed with specialist/industry skills	78%	75%	104.2%
3. e) Programmes are focused on providing access to qualifications and further training and or employment pathways	78%	95%	82.2%
3. f) Use simple language particularly for ESOL learners	66%	0.75	87.5%
3. g) Learning environments encourage learners to feel safe - learner centred training	75%	80%	93.8%
3. h) Deliver classes using some languages, metaphors, symbols, examples that reflect cultural groups represented in class cohort	59%	55%	108.0%
3. i) Positive staff students relationships - achievements are celebrated	78%	70%	111.6%
4. Training meets the needs of key external stakeholders including industry, Whānau, Groups, etc.,			
4. a) Priority training needs are identified through feedback from with key stakeholders e.g. employers and learners to inform the design of each programme	69%	80%	85.9%
4. b) The currency of the content of the programme is reviewed regularly and includes feedback from key stakeholders	69%	75%	91.7%
4. c) Programme content is holistic and integrated – required life skills are mixed with specialist/industry skills	69%	75%	91.7%
4. d) Programmes are focused on providing access to qualifications and further training and or employment pathways	72%	85%	84.6%
4. e) The inclusion, respect and integration of the local mores, protocols and systems of key stakeholder groups and culture	72%	60%	119.8%
5. Trainers are fully knowledgeable and skilled in the delivery of their programmes			
5. a) Suitably qualified staff are appointed	81%	90%	90.3%
5. b) 3 Tier approach to OLA training – Training of managers, trainers and administrators	72%	50%	143.8%
5. c) Support systems for staff are in place e.g. training and mentoring	56%	65%	86.5%
5. d) Culturally appropriate delivery methods applied i.e. Knowledge and skills are meaningful, using bi-lingual delivery (if appropriate) use of indigenous metaphors, symbols, examples, use of cultural models	56%	55%	102.3%
5. e) Adequate time is allocated for students to complete assignments & understand learning material	72%	75%	95.8%

Questions	Rating, Hair	Rating, Hort	Hair vs Hort
5. f) Provide leadership in resolving any conflicting advice or feedback given	69%	75%	91.7%
5. g) Trainers use non-confrontational management techniques	75%	80%	93.8%
5. h) Trainers are empathetic, caring, respectful, patient “Go the extra mile”, show passion to enthuse and motivate, persevere with challenges	88%	100%	87.5%
5. i) Visual aids incorporated into teaching, encourage understanding, analytical ways of thinking, collaborative methods and practical learning techniques	78%	85%	91.9%
6. Quality administration reflects the compliance requirements of external agencies			
6. a) Quality standards of the umbrella provider organisation are embedded in the training	50%	75%	66.7%
6. b) Quality systems used reflect the policies and procedures in the QMS – and	56%	70%	80.4%
6. c) The policies and procedures in the QMS reflect best practices and what happens	53%	70%	75.9%
6. d) Implement identified OLA best practices in all areas of training e.g. programme development, resourcing, delivery, administration, monitoring and review	63%	60%	104.2%
6. e) Administrators are fully trained	66%	55%	119.3%
6. f) All staff participate in development and implementation of the QMS	59%	65%	91.3%
6. g) Policies are reviewed regularly	69%	70%	98.2%
6. h) Changes are agreed to by all staff	66%	55%	119.3%
7. Delivery of training is effective			
7. a) Practical interactive work based training	84%	90%	93.8%
7. b) Skill recognition and Recognition of Current Competency (RCC)	81%	75%	108.3%
7. c) LLN techniques woven through teaching and learning processes.	78%	80%	97.7%
7. d) Communicate key information in a variety of ways, both verbally & using other methods e.g. practical sessions, diagrams, film clips	78%	85%	91.9%
7. e) Training resources are of high quality and cover the needs of the programme	66%	65%	101.0%
7. f) The use of technology (mobile phones) enhances the effectiveness of training e.g. in administration, assessment and moderation, and as a Cloud based real time C.V	75%	75%	100.0%

Questions	Rating, Hair	Rating, Hort	Hair vs Hort
7. g) Exercises e.g. Summarising / putting into own words what has said, elaborating on what has been said, relating the content to own experience, providing examples to clarify a point, making connections between related issues	72%	65%	110.6%
7. h) Important concepts and information are broken down into bite-sized pieces,	72%	75%	95.8%
7. i) Lesson plans are designed to prepare and deliver the programme	63%	70%	89.3%
8. Trainees cope with the demands of the training programme			
8. a) Training is learner driven	63%	60%	104.2%
8. b) LLN testing takes place prior to entry to the programme – as entry criteria and to inform delivery and at the end of the programme to measure changes in LLN score	78%	60%	130.2%
8. c) Pre-training interviews are conducted with each candidate, and used to develop training plan and agreement/pathway	53%	45%	118.1%
8. d) Non-confrontational behaviour is used by trainers, and clarify requirements of assignments, and assessments, etc.	75%	80%	93.8%
8. e) Appropriate learning and personal support are used to resolve conflict, provide advice e.g. on the requirements of assessments	75%	80%	93.8%
8. f) Training agreements effectively track student progress, student interviews, feedback	66%	50%	131.3%
8. g) Robust support systems are in place	72%	65%	110.6%
8. h) A comprehensive system tracks and manages learner progress	66%	70%	93.8%
9. Feedback is used for continuous improvement to training and project management			
9. a) Information is gathered on priority training needs	72%	65%	110.6%
9. b) Feedback informs content of the training to ensure training meets industry and learner needs	69%	70%	98.2%
9. c) Feedback gathered is used to monitor effectiveness of the programme	69%	80%	85.9%
9. d) Data collection provides accurate information on learning outcomes	69%	50%	137.5%
9. e) Feedback and findings are used for continuous improvement	72%	80%	89.8%

Questions	Rating, Hair	Rating, Hort	Hair vs Hort
9. f) Ongoing involvement of key stakeholders results in feedback on the effectiveness of the training	72%	70%	102.7%
9. g) Stakeholder representatives are in programme advisory groups as a consultation channel	50%	45%	111.1%
9. h) Best practices are shared with others	75%	70%	107.1%
10. Organisational development is carried out effectively			
10. a) OLA training model and development process are part of the organisations self-assessment process – e.g. apply standards and findings to KEQs	19%	60%	31.3%
10. b) Project management techniques are applied to organisational management	0%	30%	0.0%
10. c) Development needs are identified through gap analysis and identified best practices that are used as baseline measurement tools	0%	70%	0.0%
10. d) Development plans are based on gap analysis findings	0%	70%	0.0%
10. e) Changes are implemented in a managed and planned process	0%	70%	0.0%
10. f) There are clear milestones, outputs, tasks, budget, & outcomes, roles and responsibilities	0%	75%	0.0%

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