

Ako Aotearoa Final Report

2025 summary and organisational legacy



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Ako Aotearoa
New Zealand's Centre for Tertiary Teaching Excellence
PO Box 756
Wellington 6140

www.ako.ac.nz
0800 MYAKONZ
info@ako.ac.nz

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



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2025 overview and recommendations for the sector



Co-chairs' Report

Matangirua — Working together as one

Tēnā koutou katoa

This year began with great promise. The Board and staff of Ako Aotearoa, the National Centre for Tertiary Teaching Excellence (NCTTE), had developed a new strategic plan that was set to be socialised and implemented across the tertiary education sector throughout 2025. The plan, named Te Matangirua to emphasise all of the parts of the sector working in alignment, was focused on achieving equitable and excellent outcomes for ākonga through Ako Aotearoa's work in thought leadership, collaboration and promotion of tertiary teaching excellence. In addition, Corrina Gestro-Best took over as Acting Director in January and drew on her financial acumen and management skills to guide the strategic and operational direction of the Ako Aotearoa team. A full year of exciting events, research funding rounds, and projects were planned and underway.

Unfortunately, this progress came to an unexpected halt in May with the Budget 2025 announcement that the major government contracts for the NCTTE would cease, one in June and the other in December, more than six years earlier than anticipated. While Ako Aotearoa's host organisation, Massey University, the Board and staff explored every avenue for replacement funding and considered structural change that might allow Ako Aotearoa to continue its important work, it was not to be.

The offices and operation of Ako Aotearoa may have officially ended on 19 December 2025 but the legacy of the research, training, expertise, events, care and passion that the community and staff of Ako Aotearoa put into tertiary education excellence and ākonga success will endure. A website containing key Ako Aotearoa resources and information will continue to be hosted by Massey University for the foreseeable future. At the time of writing, the Tertiary Education Commission is still in communication around hosting other critical Ako Aotearoa resources, for which they retain the intellectual property rights, and the teaching excellence awards.

The remainder of this final report showcases the many activities and achievements during 2025 of Ako Aotearoa and its tertiary education community, which continued despite the imminent closure and redundancies faced by staff. Under the most challenging and stressful employment circumstances, Corrina and the team showed true professionalism and stayed committed to supporting ākonga success to the very end.

We also want to acknowledge the innovation and strength behind the NCTTE consortium partnership between Te Wānanga o Aotearoa, the former Te Pūkenga and Massey University as the NCTTE host. We especially acknowledge all those who came together as part of the NCTTE Board for the short time it existed, namely Paora Ammunsen (formerly Te Pūkenga, now Te Kunenga ki Pūrehuroa — Massey University), Mel Barnes (Te Kunenga ki Pūrehuroa — Massey University), Professor Giselle Byrnes (Te Kunenga ki Pūrehuroa — Massey University), Koren Hopoi (Toi Ohomai), Rebecca Kiddle (Te Wānanga o Aotearoa), Diane Lithgow (formerly Te Pūkenga), Shireen Maged (Te Wānanga o Aotearoa) and James Oldfield (Unitec). Ngā mihi nunui ki a koutou katoa.

Two handwritten signatures in black ink. The first signature on the left is 'Meegan Hall' and the second signature on the right is 'Derek McCormack'.

Meegan Hall and Derek McCormack
Co-Chairs of the Board of Ako Aotearoa, National Centre for Tertiary Teaching Excellence
2024-2025



Director's Report

Kia ora koutou

As I conclude in my role as Director, Ako Aotearoa, I feel privileged to have had the opportunity to lead our organisation strategically throughout 2025 and in 2026 working alongside a small team to support the appropriate transition of our work.

I want to acknowledge the Ako Aotearoa staff and our key contractors who have worked through a very challenging period without pause and with enormous care and integrity. The range of research outputs and broader activities shared during 2025 is testament to that.

I also want to acknowledge my sincere thanks and appreciation to Massey University as host of Ako Aotearoa since 2007. During my seven-year tenure with Ako Aotearoa, I have valued the ongoing close collaboration between our organisation and Massey University. In my previous role as National Business Manager, and more recently as Director, I have hugely valued the support of Massey's team who provide a critical foundation in all operational aspects.

Many of you will have seen the joint sector update from TEC and Massey [Ako Aotearoa Programme update from TEC and Massey University » Ako Aotearoa](#) around their focus on some of our key initiatives (such as Te Whatu Kairangi | Aotearoa Tertiary Educator Awards, the Dyslexia-Friend Quality Mark, Tapatoru, and resources).

We can confirm that hosting of the Ako Aotearoa website has been negotiated until the end of 2026, providing the sector with continued access to our free resources and reports. We are working with our host, Massey University, to develop the best solutions for the future and to ensure longevity and integrity of the Ako Aotearoa resources beyond 2026.

Ako Aotearoa is proud to have served the sector since 2007. What we have achieved across our 18 years of operation could not have been accomplished without the collaboration, support, enthusiasm and shared commitment from individuals and organisations sector wide. Thank you.

So many of you have become champions for what we do, and, while we firmly believe our services are still very much needed, we encourage you to share, contextualise and build on our comprehensive body of work. Particularly make use of our recently published sector reports on [Strategy Co-design](#) and [Professional Learning and Development in Aotearoa](#).

A summary of our key achievements is included in this final report.

On behalf of all the team at Ako Aotearoa, I would like to wish you all the best as you continue to shape the future of Aotearoa's tertiary education.

Ngā mihi nui, mā te wā,

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Corrina Gestro-Best
Director, Ako Aotearoa



Massey University Report

For almost twenty years, Ako Aotearoa has been a valued and trusted partner to Aotearoa New Zealand's tertiary education sector. Throughout this time, Massey University Te Kunenga ki Pūrehuroa has been proud to serve as the Host institution, supporting Ako Aotearoa's mission to help tertiary teachers, trainers, and educators be the very best they can be for the success and well-being of learners across the nation and across all sectors of tertiary education. As the National Centre for Tertiary Teaching Excellence, Ako Aotearoa played a unique and important role in strengthening quality teaching and learning throughout our national system.

Funded principally through two Tertiary Education Commission (TEC) contracts, the Centre has successfully delivered a wide range of services and initiatives that span the breadth of the tertiary sector. These have included professional development for educators working in workplace learning, adult literacy and numeracy, and foundation education, as well as support for teaching in universities, polytechnics, wānanga, workplace learning contexts and industry training organisations. Ako Aotearoa has also commissioned and led research, celebrated outstanding tertiary educators through the much-celebrated annual Te Whatu Kairangi teaching excellence awards, sponsored key sector events, facilitated regional networks, advocated for the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme, and developed and managed the Dyslexia-Friendly Quality Mark on behalf of the TEC.

In 2023, the TEC initiated an expression-of-interest process to identify a new host for the next phase of Ako Aotearoa. Massey was pleased to be selected to re-host and, as part of our bid, worked in partnership with others to establish a multi-institutional leadership consortium alongside Te Pūkenga and Te Wānanga o Aotearoa — bringing together the country's largest tertiary teaching organisations. This represented a unique opportunity to collaborate across the breadth of our tertiary education sector, sharing best practice and ensuring that effective teaching was delivering the best outcomes for all learners. This vision also built on Ako Aotearoa's well-established national identity and outreach; with the main office based at Massey's Wellington Pukeahu campus, Ako Aotearoa already supported additional offices in Palmerston North, Auckland and Christchurch, with staff located across other regions, ensuring a truly national presence.

In late May 2025, coinciding with the public release of Budget 2025, Massey and our partners learned that the two main government-funded contracts that supported Ako Aotearoa, the National Centre for Tertiary Teaching Excellence (NCTTE) contract and the ALNACC contract would conclude earlier than planned.

This decision came as a surprise to Massey, our partners and the Ako Aotearoa team. The short notice period — less than six weeks for the NCTTE contract — created considerable uncertainty and placed pressure on staff and operational planning. Despite this, Ako Aotearoa

staff have demonstrated exceptional professionalism, resilience, and care for one another throughout this period of change. I want to acknowledge and offer my deep appreciation for the grace and commitment shown by all involved, including the many Massey staff who have supported the Centre during this challenging transition.

While the cessation of funding necessitated the closure of Ako Aotearoa's operations and farewelling of its dedicated staff, this in no way diminishes the enduring value of the Centre's work and the substantial contributions of its people. Massey University remains profoundly proud of Ako Aotearoa's legacy and its far-reaching impact on tertiary teaching and learning across Aotearoa. I am fully confident that this legacy will continue to stand with distinction.



Professor Giselle Byrnes
Provost

Ako Aotearoa's concluding year

In 2025, Ako Aotearoa – hosted by Massey University – reached a significant turning point in its history. While the year was marked by the cessation of its long-term government funding, the organisation remained highly active in strategic consultation, research outputs, and sector advocacy until its dis-establishment on December 31, 2025.

Following the announcement in May, work focused on concluding its TEC-funded role as the National Centre for Tertiary Teaching Excellence while continuing to seed system-level change through research, innovation, and knowledge-sharing across Aotearoa's tertiary sector. While limited in 2025, the organisation's outputs and projects cluster around:

- celebrating teaching excellence
- research and innovation funding
- new equity- and AI-focused projects
- sector capability-building for Māori and Pacific success, and
- the ongoing curation of its legacy knowledge base.

In this report, the key activities, strategic initiatives, outputs and deliverables are outlined. This is followed by a deeper discussion of major 2025 impact projects with a retrospective on the legacy activities Ako Aotearoa has engaged in throughout its history. This section ends with a set of consolidated recommendations for the sector.

Key activities and strategic initiatives

- **Sector strategy co-design project:** A major 2025 initiative where Ako Aotearoa collaborated with the tertiary sector to guide future priorities. This involved strategic one-to-one interviews, a national survey, and regional forums (Northern, Central, and Southern) to identify future needs in teaching excellence and innovation. Despite the loss of funding, this work progressed given the critical relevance to the sector. Reports on the outcomes were provided both to TEOs and to the TEC.
- **Professional learning and development (PLD) Review:** Completed a comprehensive review of the PLD Programme Model (concluded August 2025) to evaluate its efficacy and alignment with stakeholder needs. Begun in 2024, this project initially planned to review Ako Aotearoa's PLD provision, but the review process and outcomes resulted in key recommendations and comprehensive guidance for the sector on tertiary teaching PLD focus, strategies, and priorities.

Targeted consultations and submissions: Actively participated in shaping national education policy, including a formal response (September 2025) to the government's draft *Tertiary Education Strategy (TES)*, advocating for the value of quality teaching in learner success.

Key outputs and deliverables

- **Te Whatu Kairangi Awards:** Administered the 2025 Tertiary Educator Awards, celebrating excellence in teaching across the sector.
- **PLD Impact:** Hosted workshops and events for nearly 1,500 attendees during 2025, focusing on a wide range of topics including neurodiversity, Te Tiriti o Waitangi, and the integration of artificial intelligence in education.
- **Research & Briefing Papers:** Published several high-impact briefing papers under the *Manako* programme addressing critical issues:





- Aotearoa New Zealand’s adult literacy and numeracy decline (May 2025).
- Commitment to a system-wide language, literacy, and numeracy implementation strategy (June 2025).
- Addressing the impact of socio-economic factors on adult learning (September 2025).
- Driving economic development through stronger tertiary-workforce alignment (September 2025).

Research and innovation – AARIA in 2025

Following the announcement regarding the cessation of government funding for Ako Aotearoa, it was not possible to proceed with funding any new research projects from the 2025 contestable funding round, despite an earlier call for proposals.

The 2025 proposed process was a microcosm of a long and respected history of promoting and funding tertiary education research. Further details are outlined in the [research and reports sections](#) of this report.

Core functions Ako Aotearoa proposed

Ako Aotearoa’s [advice to the Ministry of Education](#) describes a set of functions that align directly with TES 2025–2030 priorities.

- System-level leadership in teaching excellence: setting and supporting high-quality ako outcomes, informed by research, that lift learner achievement, retention, completion, and transitions into work, especially for Māori, Pacific, disabled, and other underserved learners.
- Sector-wide professional learning and development: coordinating relevant and topical PLD and communities of practice so educators can respond to TES priorities such as digital capability, equity, and inclusive practice.
- Commissioning and disseminating research: running research and innovation programmes that generate evidence about “what works” for diverse learners, then translating this into practical tools and guidance for providers.
- Independent voice and advocacy: providing evidence-based advice to government agencies (MoE, TEC) and to providers on how policy, funding, and institutional practices can better support learner success and TES goals.



2025 legacy and future access

The above foci are just some of the key activities and outputs that Ako Aotearoa targeted or completed in 2025. Many other functions were maintained, not least of which was the comprehensive portfolio of activity within the Manako programme that continued to receive funding until December 31. Manako's 2025 work and legacy are extended later in this report including a summary of their report to TEC. It is noted that elements of Manako's achievements and outputs are embedded in several of the key activities outlined above.

Despite the disestablishment of staff roles by December 31, 2025, the organisation secured the longevity of its resources:

- **Website Preservation:** Massey University will host the ako.ac.nz website until at least the end of 2026.
- **Knowledge Centre:** Over 1,500 resource outputs, including co-funded research and teaching tips, remain freely available to the tertiary sector to ensure the "Ako Aotearoa" brand and its legacy continue to support educators and learners.
- In addition, a collection of key Language, Literacy and Numeracy resources will be hosted on the Tertiary Education Commission website for future availability for the sector.

Ako Aotearoa's Board strategy co-design project

The Ako Aotearoa Board initiated a strategy co-design project in 2024 with the aim of ensuring that the organisation was targeting clearly the strategic needs of the sector. Work on this was well underway before the notice of funding cessation by the Minister. The Board chose to continue the co-design and consultation strategy to ensure that the sector's voice was captured and clear messages about priorities, challenges and required support were determined and made available to TEOs and the TEC.

Ako Aotearoa's [Board Strategy Co-design report \(2025\)](#) provides a concise picture of what tertiary educators and leaders see as most needed to sustain quality teaching and learning in Aotearoa New Zealand. It reinforces the importance of Ako Aotearoa's longstanding focus on teaching excellence, collaboration and thought leadership, while highlighting the conditions required for this work to endure.

Consultation context and participation

The Board-led process drew on kōrerorero at regional forums, interviews with senior leaders, and a nationwide sector survey, bringing together perspectives from people across roles, levels, and sub-sectors. Strong alignment emerged across these processes about both the importance of the three strategic areas and the systemic changes required for TEOs to embed them meaningfully. The survey was organised around three draft Board strategic priorities: teaching excellence, collaboration and thought leadership. The consultation process allowed respondents to speak directly to the support and system conditions they believed are necessary to ensure teaching and learning thrive in Aotearoa tertiary education.!

Ako Aotearoa



Teaching excellence: priorities and pressures



Participants viewed teaching excellence as a whole-of-organisation responsibility that depends on leaders who value, resource, and model high-quality teaching rather than treating it as secondary to research or compliance. They emphasised the need for organisational cultures in which teaching is clearly recognised as core professional work, supported by fair employment conditions and appropriate recognition and reward systems.

Respondents placed strong emphasis on real-world, authentic learning outcomes that connect study with work, community and everyday life. They highlighted learner-centred, inclusive approaches, robust cultural responsiveness, and sustained professional growth as central features of teaching excellence. Many noted that their organisations say they value high-quality teaching, but this commitment is uneven across sub-sectors and not always backed with time, recognition or support.

Sustained investment in PLD (see [PLD review](#)) emerged as a recurring priority, including time, funding, and leadership support for new pedagogies such as generative AI, Universal Design for Learning (UDL), and other equity-oriented approaches. Many TEOs were seen as lacking robust teaching and learning plans, or misunderstanding their purpose, pointing to the need for clearer national guidance, exemplars, and frameworks.

Collaboration: appetite and enabling conditions



Stakeholders endorsed purposeful, inclusive collaboration as essential for system health, provided it is underpinned by a shared vision, strategic leadership, and the active inclusion of Māori, Pacific, and priority learner perspectives. They stressed the importance of trust-based relationships, reduced competition, and cross-sector partnerships as preconditions for collaboration that genuinely benefits learners.

However, participants identified strong structural and systemic barriers to collaboration, including competitive funding models, institutional silos, intellectual property concerns, and unstable policy settings. Many argued that current arrangements incentivise competition rather than sharing and called for policy and funding changes that make collaboration the norm rather than an exception.

Consultation feedback pointed to several enablers of effective collaboration: clear goals, dedicated time and resources, shared platforms for resource exchange, strong professional networks, and explicit leadership mandates. Dedicated roles or entities to facilitate sector-wide collaboration were seen as critical, particularly in the wake of Ako Aotearoa's defunding.

Participants strongly valued collective PLD and peer learning opportunities, such as communities of practice, resource hubs, and coordinated convening. These mechanisms were viewed as powerful ways to build capability across institutions, reduce duplication, and amplify effective practice.

Thought leadership: grounded, inclusive and brave

Under the thought leadership priority, respondents called for evidence-based practices and resources that can be applied in real teaching contexts, rather than abstract or top-down directives. High priorities included embedding Kaupapa Māori perspectives, strategically investing in professional learning and development, and fostering fearless innovation that keeps learner equity at the centre.

Participants stressed that thought leadership should be practical, inclusive and properly resourced, led by people who remain closely connected to education realities. They expressed concern about tokenistic or superficial approaches, poor follow-through on initiatives, and mismatches between leadership vision and the day-to-day experiences of educators and learners. This feedback underscores the importance of Ako Aotearoa's historic role as a bridge between research, policy and practice, and signals expectations for any future central body operating in this space.



Key recommendations for the sector and central bodies

The report distils the consultation into six recommendations aimed at TEOs, central support organisations, and peak bodies with some actions particularly relevant to agencies such as TEC.

- 1 Invest in sustainable resourcing for teaching excellence**
Provide adequate time, funding and staffing so educators can engage in professional growth, maintain their wellbeing, and develop inclusive, culturally responsive teaching.
- 2 Strengthen professional learning and development pathways**
Offer consistent, accessible, context-relevant PLD, including in emerging areas such as AI integration, Universal Design for Learning and equity-focused pedagogy.
- 3 Embed cultural responsiveness across practice**
Integrate Kaupapa Māori principles, Te Tiriti o Waitangi commitments and Pacific perspectives meaningfully in teaching practice, leadership and organisational strategy.
- 4 Enable and incentivise sector collaboration**
Reduce structural competition between providers, establish shared resource hubs, and support professional networks that enable co-design and shared problem-solving.
- 5 Foster grounded and courageous thought leadership**
Grow leaders at all levels who are close to educational realities, advocate nationally for the sector, and champion innovation that prioritises learner equity and success.
- 6 Promote strategic, evidence-based practice**
Support the use of research, data and proven models to guide teaching, collaboration, and leadership initiatives, with a focus on measurable outcomes and continuous improvement.

Taken together, the consultation findings affirm the enduring importance of Ako Aotearoa's core mission, even in a period marked by funding withdrawal and system change. They show that educators and leaders continue to value a national focus on teaching excellence, collaborative infrastructure, and grounded thought leadership that reflects Te Tiriti and diverse learner communities.



2

Te Whatu Kairangi Aotearoa Tertiary Educator Awards





Te Whatu Kairangi – Aotearoa Tertiary Educator Awards



Te Whatu
Kairangi
2025

In 2025, Ako Aotearoa celebrated the final awards ceremony for Te Whatu Kairangi. The Supreme Award winner in 2025 – Te Tohu Kaiako o Te Tau a Te Pirimia | Prime Minister’s Tertiary Educator of the Year – was Richard Hope, Automotive Trades, Ara Institute of Canterbury. Richard’s award is a testament

to the diversity of the sector and the excellence of teachers across the full range of tertiary education types and discipline areas. Ako Aotearoa’s process of celebrating excellence aimed to recognise this diversity.

Historical overview (2001–2025)

Te Whatu Kairangi – Aotearoa Tertiary Educator Awards represented New Zealand’s premier national awards for excellence in tertiary teaching. The awards recognised educators and teaching teams whose practice demonstrably enhanced learner success, contributed positively to communities, and advanced teaching and learning across the tertiary sector. The programme affirmed the centrality of culturally responsive, inclusive, and evidence-informed teaching in achieving equitable outcomes for learners.

The awards were established in 2001 as the Tertiary Teaching Excellence Awards to acknowledge sustained excellence in tertiary teaching. From 2007 onwards, the awards were administered by Ako Aotearoa, on behalf of government agencies responsible for tertiary education.

Under Ako Aotearoa’s stewardship, the awards evolved in scope and identity. The formal adoption of the name Te Whatu Kairangi in 2022 – an outcome of the review of the awards – reflects a distinctly Aotearoa framing of excellence, grounded in Māori values and acknowledging the diverse contexts of tertiary education. While the name and presentation evolved, the core purpose – recognising high-impact teaching and learning practice – remained constant.

Image previous page:
Awardee images from our
2025 Te Whatu Kairangi
Award ceremony

Final award categories and structure

The awards recognised both individuals and teams across a range of categories, most recently:

- General Awards, recognising excellence across innovation, learner success, collaboration, and inclusive practice
- Kaupapa Māori Award, for teaching excellence grounded in mātauranga Māori and tikanga Māori
- Le Moana Mua Award, recognising excellence among Pacific educators
- Te Tohu Reo Māori Award, recognising excellence in te reo Māori teaching
- Prime Minister’s Tertiary Educator of the Year, the highest honour within the programme

Te Whatu Kairangi legacy

Since 2007, more than 300 tertiary educators and teaching teams have been recognised. Awardees represent the full breadth of the sector, including universities, wānanga, institutes of technology and polytechnics, private training establishments, industry training organisations, and adult and community education providers. Annual award numbers varied, most recently recognising between 25 and 30 educators singly or in teams each year.

Te Whatu Kairangi became a benchmark for teaching excellence within the tertiary sector. Award recipients historically joined an Academy of Tertiary Teaching Excellence, contributing to professional learning communities and sharing exemplary practice through publications, profiles, and sector engagement activities.

Collectively, the awards highlighted Ako Aotearoa’s sustained contribution to building teaching capability, celebrating excellence, and shaping a learner-centred, culturally responsive tertiary education system in Aotearoa New Zealand.



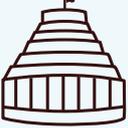
Te Whatu
Kairangi
Aotearoa Tertiary
Educator Awards
2025





Te Whatu
Kairangi

2025 AWARDS

1  Prime Minister's **EDUCATOR**
of the YEAR recipient 

11 **AWARDEES**
individuals + groups

6 GENERAL AWARDEES
3  INDIVIDUALS
3  GROUPS

2 KAUPAPA
MĀORI
AWARDEES
1 INDIVIDUAL **1** GROUP

TE TOHU REO
1 MĀORI
AWARDEE 

2 LE MOANA
MUA  
AWARDEES



Adult literacy, numeracy and cultural capability (ALNACC) – Manako Programme





Adult Literacy, Numeracy and Cultural Capability (ALNACC) – Manako Programme

Manako has been Ako Aotearoa’s flagship programme for building foundation teaching capability in language, literacy, numeracy and cultural capability, with a strong focus on Māori, Pacific and neurodiverse learners across the tertiary sector. It has evolved from earlier national literacy and numeracy initiatives into an internationally recognised programme that supports educators, organisations and government to improve outcomes for priority learners and to strengthen policy settings for foundation learning.

Review 2025 – Adult Literacy, Numeracy and Cultural Capability (ALNACC) Foundation-level Capability Building Services

The Manako final report to the TEC describes a comprehensive, high-impact programme that strengthened adult literacy, numeracy, neurodiversity, and cultural capability across Aotearoa’s tertiary and foundation education sectors during 2025.

Theme 1: Resource and pathway development for inclusive practice

Manako expanded its practical, evidence-informed resources and educator pathways. In 2025 this work was tightly aligned with sector-identified needs.

Key 2025 achievements

- Delivered 35 new public workshops with accompanying resources on LLN, neurodiversity and cultural capability
- Developed 84 new Pathways Awarua educator modules across multiple pathways
- Planned and commenced a further 54 modules for early 2026 (e.g., phonological awareness, writing skills, measurement and statistics, extended neurodiversity content and LNAAT educator collections), ensuring continuity of capability-building beyond 2025.

These resources are designed to be directly usable in teaching.



Theme 2: Redesigned professional learning and development

2025 saw the redesign and implementation of an accessible, modular PLD model that better fits busy educator workloads while maintaining depth and coherence.

Key 2025 achievements

- Introduced a new PLD delivery model structured as a monthly themed series of 3-4 standalone, 50 minute online workshops, each theme underpinned by a matching self-directed Pathways Awarua learning pathway
- Increased in-house PLD participation reflecting organisational endorsement of the new model and a growing preference for tailored, context-specific PLD (see [PLD review summary](#))
- Identified neurodiversity as the most popular PLD theme across public and in-house offerings, highlighting sustained demand for support with [Universal Design for Learning \(UDL\)](#) and strategies for neurodivergent learners.

Across both public and organisational PLD, sessions emphasised inclusive, strength-based practice, learner agency, and culturally responsive pedagogy.



Theme 3: Recognition and quality marks for inclusive provision

The programme strengthened sector recognition of effective practice through the Tapatoru Ako Professional Practice Award and the Dyslexia-Friendly Quality Mark (DFQM).

Key 2025 achievements

- Maintained and updated the Tapatoru Educator Pathway, continued delivery of the Tapatoru PLD programme, and implemented impact evaluation processes
- Sustained DFQM delivery and reverification with organisations
- Completed a project – Scoping a Neurodivergent-Friendly Quality Mark (NFQM) for the workplace – including literature review and sector consultation; 95% of participants agreed there is a need for such a mark
- Identified lack of neurodiversity awareness and inflexible workplace processes as key barriers for neurodivergent staff with cost and time being the key barriers (as also identified in the PLD review).

The report confirmed the ongoing need for capability development in these areas.



Theme 4: Māori and Pacific cultural capability

Cultural capability is integral rather than peripheral, with dedicated Māori and Pacific pathways, PLD, and resource development woven across the programme.

Key 2025 achievements

- Delivered and promoted multiple Māori cultural capability workshops/courses
- Delivered Pacific cultural centredness PLD workshops and promoted Pacific resources widely
- Developed a new Talanoa numeracy collection and educator pathway



Theme 5: Sector engagement

Manako functioned as a national hub for LLN, neurodiversity, and cultural capability, convening diverse stakeholders and providing strategic advice to TEC, the Ministry of Education, and other agencies.

Key 2025 achievements

- Facilitated ongoing Manako and LLN Communities of Practice, alongside a dedicated Neurodiversity Community of Practice
- Conducted extensive sector engagement through stakeholder meetings, conferences, symposia, and Pathways Awarua workshops with schools, tertiary providers, community organisations, industry trainers, and employers.
- Provided regular briefing papers to the Minister for Tertiary Education and Skills, TEC, MoE, and other stakeholders.

Stakeholder feedback portrays Manako as a trusted, values-based partner whose work helped to shape national conversations on literacy, numeracy, neurodiversity, and inclusive education.

Key recommendations highlighted in the report

The report embeds several recommendations for the sector, funders, and future programme designers. These are critical for consideration by the sector and generally align with the outcomes and recommendations of the PLD review.

Key recommendations

- Sustain flexible, modular, themed PLD models: continue short, online, thematically clustered workshops supported by self-directed pathways to fit educator schedules while maintaining depth.
- Prioritise inclusive, culturally sustaining practice: ensure future offerings keep neurodiversity, UDL, Māori and Pacific values, and learner agency at the centre, with practical, context-specific strategies.
- Strengthen contextual tailoring and interactivity: design sessions with sector-specific examples (e.g., tertiary, vocational, early childhood), increase scenario-based tasks and group activities, and refine online delivery for accessibility.
- Maintain and expand communities of practice: invest in CoPs and follow-up supports (resources, ongoing hui, peer networks) to help educators embed learning over time.
- Preserve and build on existing resource collections: ensure ongoing access to Manako's curated pathways, tools, and research outputs (e.g., Error Analysis, Talanoa Numeracy, Digital Readalong Stories, Tapatoru, DFQM, NFQM research) so that these assets continue to support sector capability.

Overall, the 2025 Manako achievements demonstrate a mature, research-informed capability-building system that has delivered measurable impact in LLN, neurodiversity, and cultural capability, and that offers a clear blueprint for future tertiary education initiatives in Aotearoa New Zealand.

Manako programme legacy

Manako began as the Adult Literacy, Numeracy and Cultural Capability (ALNACC) programme in 2018, building on the work of the National Centre of Literacy and Numeracy for Adults and the He Taunga Waka programme. Funded by the Tertiary Education Commission (TEC), it was established to develop a new model for building capability in the foundation education workforce, particularly for educators working with adults who have low language, literacy and numeracy skills. The programme was later renamed Manako – a kupu from te ao Māori that conveys aspiration and hope, and brings together the concepts of Mana and Ako, signalling a commitment to learner-centred, culturally grounded teaching.

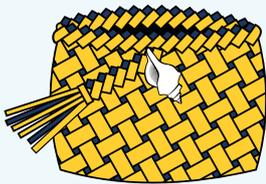
Manako's core purpose has been to strengthen teaching quality so that adults in Aotearoa can participate fully in work, study, whānau and community life, and to support the Tertiary Education Strategy focus on Māori, Pacific and other priority learners. The programme has built individual educator practice and whole-of-organisation capability, while also advising TEC and the Ministry of Education on system-level responses to the national language, literacy and numeracy challenge.

Key areas of focus

Over time, Manako developed a comprehensive suite of professional learning, resources and communities of practice that together form a coherent national infrastructure for foundation learning capability. The major areas of focus include those outlined in the 2025 report and include:

- Adult language, literacy and numeracy
- Māori cultural capability
- Pacific cultural capability
- Neurodiversity and inclusivity

These strands are supported by accessible resources, including research-informed guides, the Learning Progressions for Adult Literacy and Numeracy, adult literacy reader series, online video content, and specialist communities of practice for LLN, cultural capability and neurodiversity.



Signature initiatives and achievements

Several Manako initiatives now serve as national reference points for good practice in foundation and inclusive tertiary education. Together, they demonstrate the programme's contribution to Ako Aotearoa's broader legacy of raising teaching quality across the system.

- **Tapatoru Ako Professional Practice Award** – a portfolio-based professional award that recognises educators who integrate Māori and Pacific values, LLN and neurodiversity-affirming approaches into their everyday teaching. Tapatoru originated from TEC literacy and numeracy strategies and research.
- **Te Tohu Kounga Whakarata Tīpaopaotanga – Dyslexia-Friendly Quality Mark (DFQM)** – a whole-organisation quality mark that guides tertiary providers to become genuinely dyslexia-friendly in policy, teaching and learner support.





- **Neurodiversity and Manako communities of practice** – convened a large international neurodiversity Community of Practice (around 500 members across sectors and roles) and a Manako Community of Practice focused on LLN and cultural capability.
- **Māori and Pacific cultural capability programmes** – created multi-modal pathways (public workshops, organisational programmes, self-directed online courses with reflective assessment and digital badges) that help educators engage deeply with Māori and Pacific pedagogies, values and languages.

Manako’s work has also been recognised internationally; for example, the programme was honoured as a Successful Practices Honoree in the 2023 Library of Congress Literacy Awards, acknowledging its contribution to literacy and foundational skills in an international context.

Research, policy influence and sector leadership

As part of Ako Aotearoa’s research and innovation agenda, Manako has catalysed and supported projects on dyslexia, digital skills, online engagement of apprentices, dyscalculia, and the integration of AI in adult tertiary education, all aimed at strengthening evidence-based practice in foundation teaching.

At the policy level, Manako has played a convening and advocacy role through a 2022 White Paper on foundation learning and subsequent briefings to ministers, TEC and the Ministry of Education.



4

Professional learning and development



4

Professional learning and development programme

One of Ako Aotearoa's core foci throughout its history has been Professional Learning and Development (PLD) for tertiary educators, across the breadth and diversity of the sector. PLD has been a well-used service over many years, pivoting throughout the history of Ako Aotearoa to meet educator needs.

Ako Aotearoa had the foresight in 2024 to initiate a review of PLD to fully interrogate its offerings and map these against current diverse educator needs. This strategic review was completed in 2025 and examined contemporary PLD needs across the tertiary education sector. The review engaged more than 50 tertiary education organisations through focus groups, interviews, and a sector-wide survey to identify current PLD priorities, barriers, and opportunities.

The timing of this work is significant. Following the government's announcement to defund Ako Aotearoa in May 2025, responsibility for coordinated PLD now rests primarily with individual TEOs. This review provides critical guidance for institutions navigating this transition.



Priority PLD needs

Three areas emerged as most critical for educator capability development:

- **AI integration and ethical use** – identified by 67% of respondents as the top priority, reflecting urgent need for guidance on teaching, learning, and assessment practices in an AI-enabled environment (see section on AI)
- **Assessment and learning design** – ranked in the top three by 51%, with demand for more authentic, practice-based, and feedback-rich approaches
- **Culturally responsive and inclusive teaching** – ranked in the top three by 40%, emphasising the need to embed mātauranga Māori, Pacific pedagogies, and inclusive practices.

Six additional needs were confirmed across the sector: digital literacy, evidence-based teaching strategies, curriculum design, managing challenging learner behaviours, working with priority learners, and pastoral care integration.

Systemic barriers

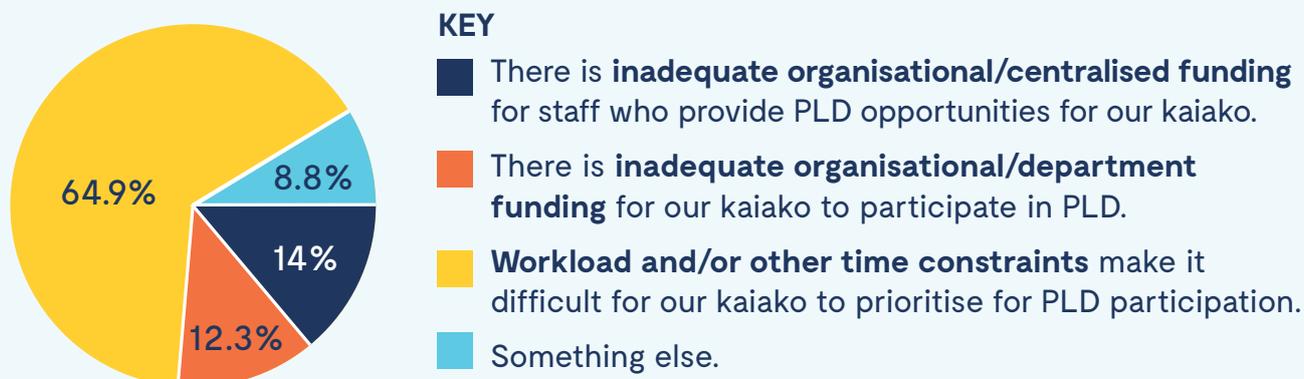
The consultation revealed significant challenges limiting PLD provision and uptake:

- **Time and workload constraints** – The single most significant barrier, cited by 86% of respondents. Part-time and contract educators face particular difficulty accessing unfunded PLD
- **Insufficient in-house capacity** – 63% reported inadequate capability to provide PLD, with few organisations retaining dedicated teaching and learning support teams



- **Funding limitations** – 56% indicated inadequate funding for educator participation, though this often reflects prioritisation decisions rather than absolute resource constraints.

When asked which the single most challenging factor was impacting kaiako participation in PLD, workload and time constraints dominated.



Preferred approaches

Educators expressed strong preferences for PLD that is:

- Context-specific and tailored to sub-sector needs and experience levels (91% support)
- Delivered through face-to-face or blended formats that enable interaction and relational learning
- Brokered through sector experts providing timely, relevant content (91% support)
- Linked explicitly to qualifications, recognition, or regulatory requirements (88% support)
- Supported by robust quality assurance (82% support)

Peer-led, in-house approaches were consistently favoured over generic or disconnected offerings.

Recommendations for TEOs

The review provides seven strategic recommendations for tertiary education organisations:

1. **Focus on priority areas: AI, assessment, and cultural capability**
Conduct internal capability audits, integrate these topics into PLD calendars, and partner with Māori, Pacific, and disabled learner advocates to embed inclusive approaches.
2. **Collaborate on a shared PLD ecosystem and resource hub**
Contribute to and access sector-wide resources to reduce duplication, share best practice, and facilitate collaboration across organisations.
3. **Build internal PLD infrastructure and strategic alignment**
Assign senior leadership responsibility for PLD strategy, create or refresh institutional PLD frameworks, and explore funding partnerships to scale delivery.

4. **Choose delivery methods that maximise impact**
Prioritise high-engagement, relational formats (workshops, peer discussion, scenario-based practice) over low-quality asynchronous content. Support collective reflection rather than isolated attendance.
5. **Tailor PLD to your people and link to recognition mechanisms**
Profile internal needs by role and career stage, contextualise delivery with relevant examples, and align PLD to performance frameworks, micro-credentials, and awards.
6. **Build and sustain peer-led learning networks**
Establish team-based mentoring and communities of practice, recognise internal PLD champions, and embed reflective practice into regular teaching team meetings.
7. **Make PLD visible, strategic, and high value**
Communicate opportunities clearly and early, ensure offerings include intended outcomes and practical applications, and evaluate sessions for relevance, effectiveness, and impact on learner outcomes.

Implications

With the withdrawal of national coordination through Ako Aotearoa, TEOs now hold primary responsibility for advancing educator capability. Most organisations report being under-resourced for this work, yet the need remains critical.

Effective PLD is not simply about teaching improvement – it is a strategic lever for learner success, equity, innovation, and staff wellbeing. The review demonstrates that institutions can meet this challenge through strategic alignment, collaborative resource sharing, and investment in relational, context-specific approaches that prioritise the areas of greatest need.

Strong leadership and sector collaboration will be essential to ensure Aotearoa New Zealand's tertiary educators can adapt to rapid technological change, support diverse learners, and sustain high-quality teaching and learning.

**In summary, effective PLD is a strategic lever
for learner success, equity, innovation,
and staff wellbeing.**

PLD legacy

The Professional Learning and Development programme delivered by Ako Aotearoa was a long-running, wide-ranging initiative aimed at strengthening the capability of tertiary educators and staff across Aotearoa New Zealand. It offered a mix of workshops, courses, forums, and networking events – both in-house and public – designed to raise professional standards, share evidence-based practice, and improve teaching practice and learner outcomes across the tertiary education sector. The programme emphasised culturally capable practice, learner success, and professional growth, with outcomes often recognised through digital badges and other recognition mechanisms. Its content drew on evidence from Ako Aotearoa's co-funded projects and was tailored to the evolving needs of educators and organisations within the sector.

Throughout Ako Aotearoa's history, PLD offerings expanded and adapted – for example, incorporating online delivery during and following the COVID-19 pandemic, broadening topics to include cultural capability and literacy/numeracy, and keeping fees affordable to improve access for staff across diverse organisations.

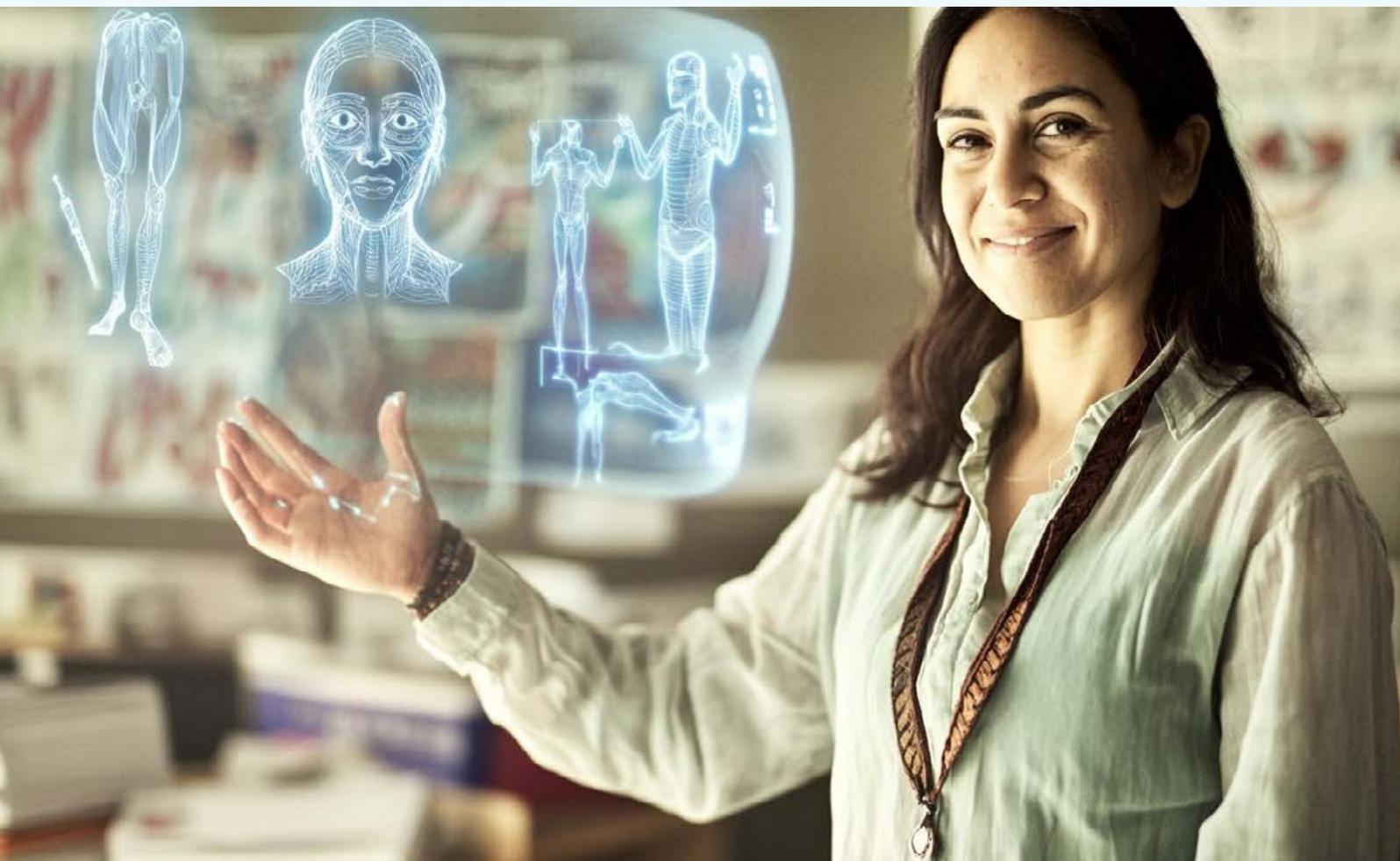


A snapshot of 2024's PLD, as an example of ongoing provision, showed the breadth and engagement of offerings:



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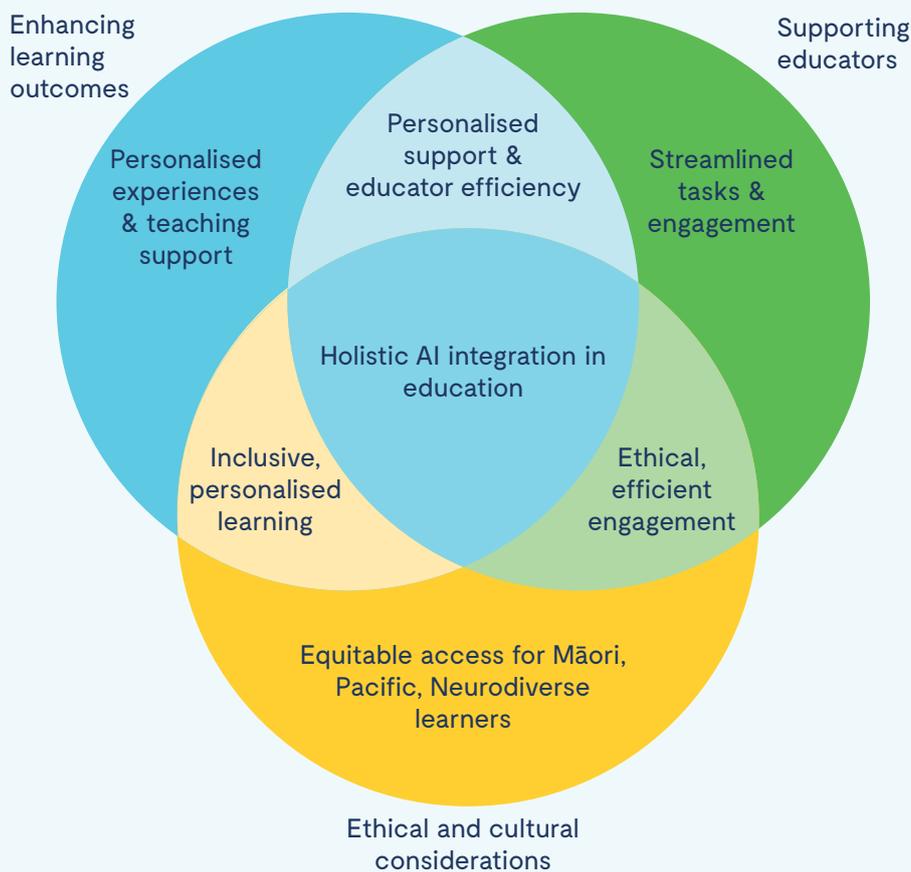
Leadership in AI capability for tertiary educators



In 2025, Ako Aotearoa's Professional Learning and Development review identified artificial intelligence (AI) as the most significant challenge facing tertiary educators, policymakers, and institutions. Building on earlier exploratory work, Ako Aotearoa responded with a proactive, values-led approach to supporting the sector to understand, engage with, and lead the use of AI in teaching and learning.

Rather than treating AI as a distant or purely technical issue, Ako Aotearoa positioned it as an emerging part of everyday tertiary practice. This approach led to the development of two major projects that produced practical, research-informed resources to support a wide range of tertiary contexts.

AI in Education project overview



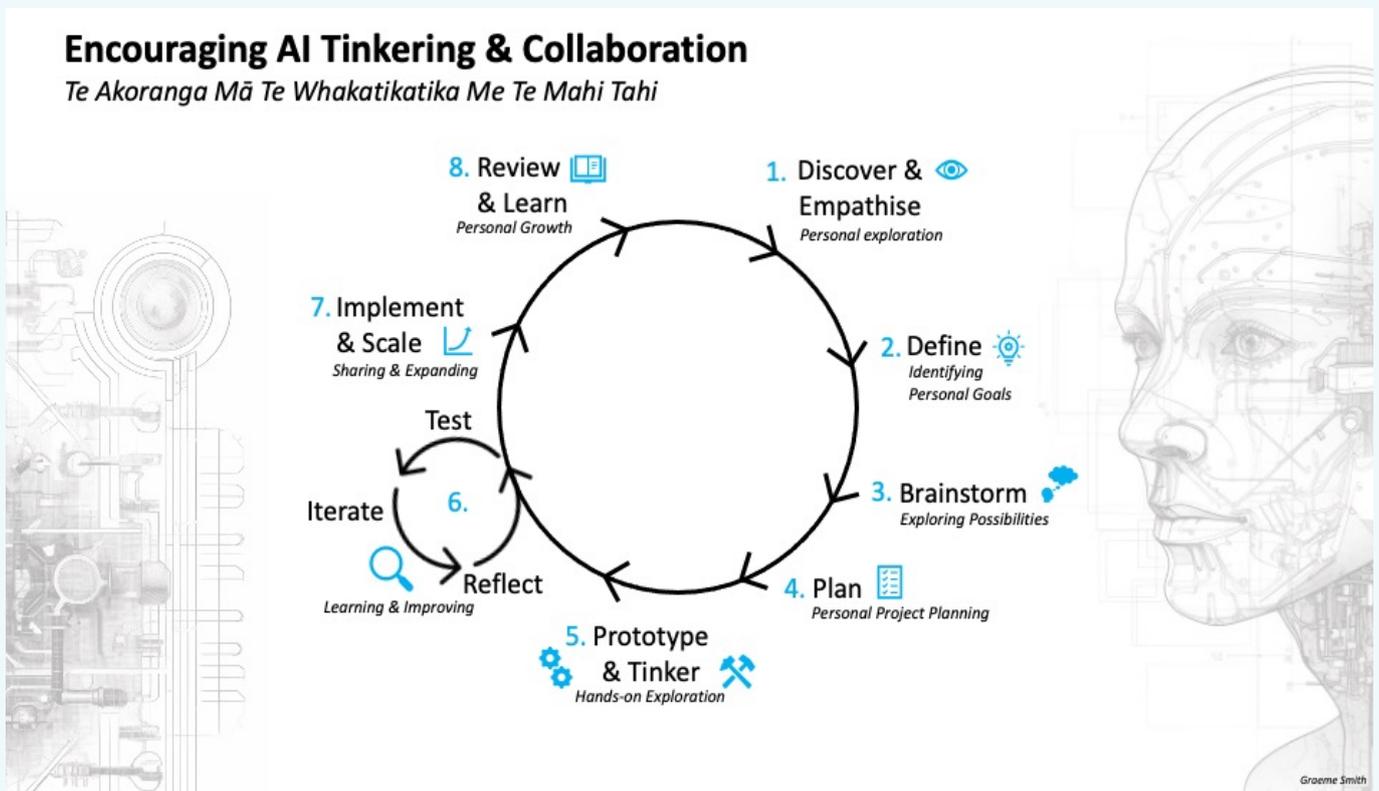
(Image sourced from [Scoping the integration of AI in adult tertiary education Volume 1](#))

Research and capability building

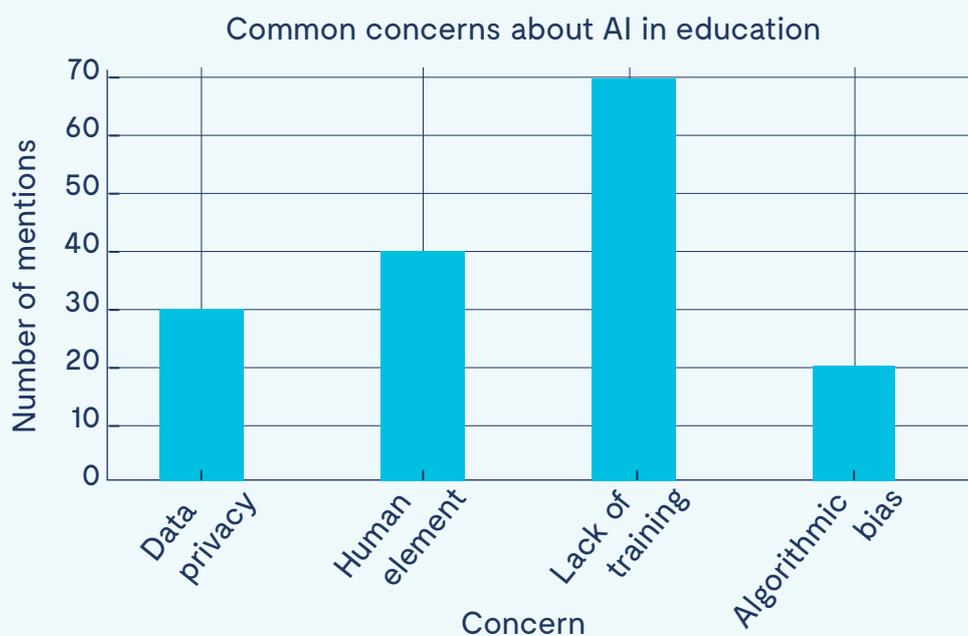
The [Scoping the Integration of AI in Adult Tertiary Education](#) project investigated how AI is currently being used across the sector. Its key outputs included three evidence-based guides designed for educators, institutional leaders, and policymakers. These guides provide clear, practical insights into the implications of AI for teaching, assessment, leadership, governance, and ethical decision-making.

Alongside this work, Ako Aotearoa curated a set of [Artificial Intelligence in Tertiary Education](#) resources. These materials support educators and leaders to build confidence, curiosity, and critical understanding of AI, offering accessible entry points for those new to the topic as well as more in-depth material for experienced users.

Across this body of work, Ako Aotearoa has helped institutions move beyond initial awareness of AI towards more purposeful and informed implementation.



(Image sourced from [Scoping the integration of AI in adult tertiary education Volume 2](#))



(Image sourced from [Scoping the integration of AI in adult tertiary education Volume 1](#))

Teaching, assessment, and ethical guidance

Ako Aotearoa also developed practical guidance to help educators respond to the impact of AI on teaching and assessment (see AI in Tertiary Education). These resources support assessment redesign, academic integrity, and ethical engagement with AI, including issues such as bias, data sovereignty, learner rights, and wellbeing. The emphasis is on thoughtful, values-based decision-making.

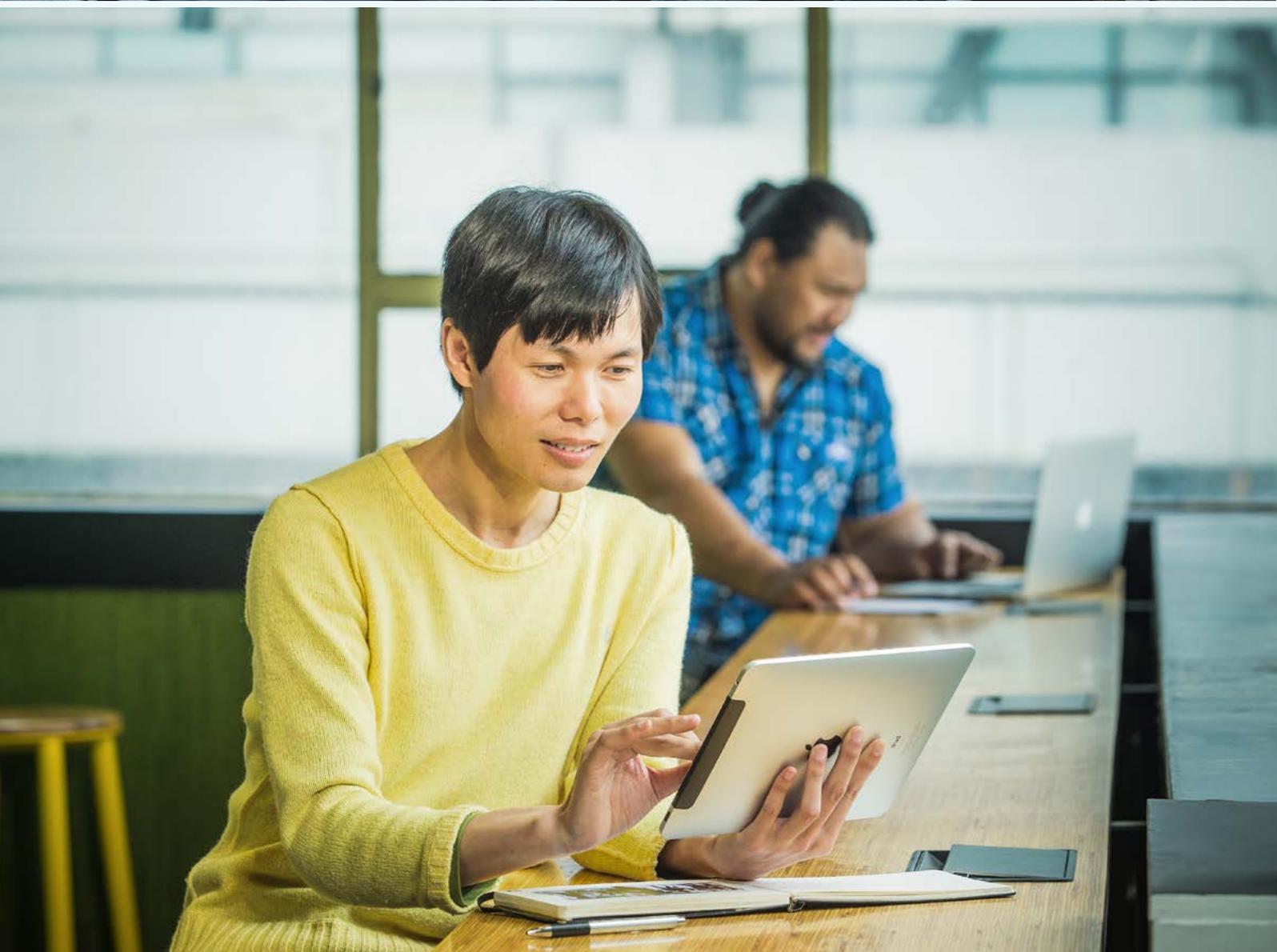
A strong focus on inclusive AI literacy underpinned this work. Ako Aotearoa promoted equitable access to AI knowledge and skills and supported culturally sustaining practice that reflects New Zealand’s diverse social, cultural, and learning contexts.

Through research, practical tools, inclusive frameworks, and collaboration across the sector, 2025 marked a clear leadership role for Ako Aotearoa in building AI capability in tertiary education. Its approach positions AI as a tool to enhance teaching, learning, and leadership, while remaining firmly grounded in the values of high-quality education.





Ako Aotearoa research and innovation agenda (AARIA)





Ako Aotearoa research and innovation agenda (AARIA)

Ako Aotearoa's 2025 work focused on concluding its TEC-funded role as the National Centre for Tertiary Teaching Excellence while continuing to seed system-level change through research, innovation, and knowledge-sharing across Aotearoa's tertiary sector. The organisation's key 2025 intended outputs and projects cluster around research and innovation funding (AARIA), new equity- and AI-focused projects, sector capability-building for Māori and Pacific success, and the ongoing curation of its legacy knowledge base.

Role and 2025 context

- Ako Aotearoa's TEC funding as the National Centre for Tertiary Teaching Excellence covers 2007–2025, with 2025 marking the final year of this funding period.
- The [website](#) is positioned as a curated legacy collection of programmes, projects, resources, and reports produced over that funding period for the New Zealand tertiary sector.
- The agenda in 2025 aimed to catalyse systems-level change in tertiary education to achieve more equitable learner outcomes, with a strong emphasis on transformational, system-wide impact.
- 2025 AARIA funding calls invited innovative, ako-centred research proposals focused on solutions and support mechanisms for ākonga and kaiako, aligned with the Tertiary Education Strategy and NCTTE fund goals (building teaching capability, commissioning research, and providing advice).

2025 AARIA priorities and goals

Embedded within the funding call were five strategic priorities:

- being a Te Tiriti-led sector leader
- driving change in teaching and learning excellence
- championing learners as partners
- achieving barrier-free access and equity for Māori and Pacific peoples, and
- leading language, literacy, numeracy, and cultural capability building in tertiary and workplace learning.

AARIA outcomes in 2025

The 2025 AARIA co-funding round closed 9 May 2025, and received 100 Expression of Interest submissions.

Following the announcement regarding the cessation of government funding, Ako Aotearoa unfortunately were unable to proceed with funding any new research projects from the 2025 Contestable Funding Round.

Notwithstanding the cancellation of funding for Ako Aotearoa, the team continued to oversee the completion of several research projects that were approved for progression in 2024.

Research & Innovation

AARIA PROJECTS '25



TOTAL \$400,461 organisational contribution

Despite the loss of funding, the AARIA evaluation panel completed the evaluation process and provided the scoring assessment of full proposals to the teams.

The funding team were very proud of the number of high-quality project proposals received and appreciated the time and effort that project teams put into their submissions.

Ako Aotearoa warmly encourages the ongoing funding of research and other projects that impact the quality of learning and teaching and learner outcomes in tertiary education.

Research and reports legacy

Evidence-based projects and research have sat at the core of Ako Aotearoa’s work for 18 years. Through several funding streams Ako Aotearoa invested approximately \$11.5 million in co-funded projects across a wide range of funding streams, foci, and sector types.

The following table provides an overview of these streams.

Funding Stream	Primary Purpose	Key Focus Details & Themes
Commissioned Research	Strategically targeted, high-impact studies to address national gaps.	Systems Change: e-Learning frameworks, synthesis of Māori learner success, and national literacy/numeracy benchmarks.
National Project Fund (NPF)	Large-scale, multi-institutional collaborative research.	Teaching Excellence: Effective clinical teaching, transition to degree-level study, and Pasifika-led success models.
AARIA (Research & Innovation)	The “Future-focused” evolution of the fund (approx. 2022 onwards).	Innovation: AI in education, neuro-diversity (Dyslexia-friendly quality marks), and equity-led pedagogical shifts.
Regional Hub Projects	Grassroots, practitioner-led research from Northern, Central, and Southern hubs.	Vocational & Trades: Work-based learning, supporting women in trades, and local community-specific teaching innovations.



Key historical reports and projects

Many of the projects funded through these streams led to the development of significant, high-impact, sector advice and change initiatives throughout Ako Aotearoa's history. These include but are not limited to:

The late Christine Herzog developed the resources in this **Treaty of Waitangi kit** as part of a regional hub funded project. The kit remained a key treaty resource with strong engagement right up till 2025.

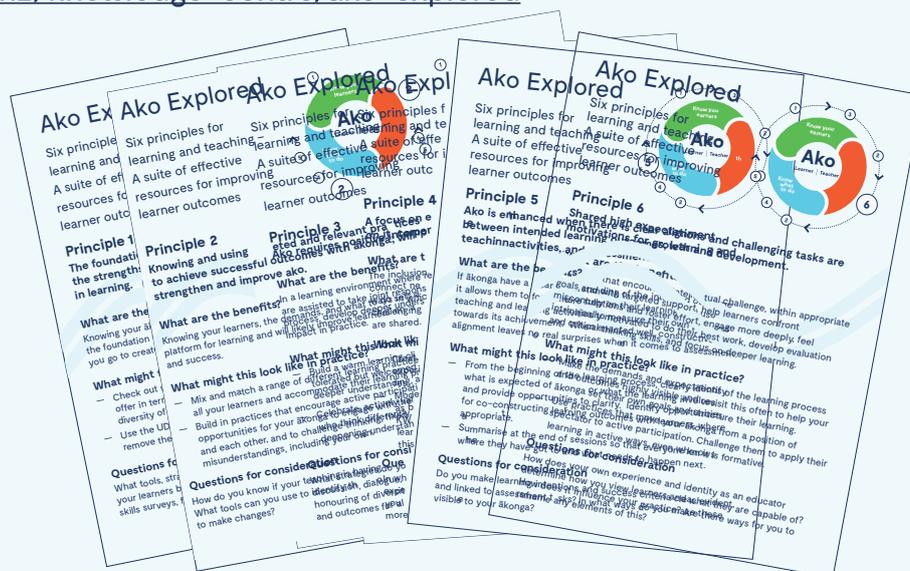
<https://ako.ac.nz/knowledge-centre/treaty-of-waitangi-education-kit>

This commissioned work in 2019 was prepared to further the debate for the introduction of **professional standards** across the tertiary education sector in Aotearoa New Zealand.

<https://ako.ac.nz/knowledge-centre/synthesis-reports/professional-standards-for-tertiary-teachers>

This work, commissioned by the Ako Aotearoa Board, distilled six key **principles of tertiary learning and teaching** from seminal, historical, and contemporary research and literature. It provides an accessible guide for developing tertiary learning and teaching practice.

<https://ako.ac.nz/knowledge-centre/ako-explored>



An 18-month action-research project that trialled employer-led, collaborative **mentoring** for nearly 100 Downer New Zealand apprentices in the workplace.

<https://ako.ac.nz/knowledge-centre/a-collaborative-approach-to-mentoring-a-model-for-industry-training-organisations-and-employers>



This large-scale project focused on **Pacific learner success** in workplace settings. It involved many PTEs in its resource and development.

<https://ako.ac.nz/knowledge-centre/pacific-success-workplace-settings>

The '**phenomenal educators**' research and toolkit became the basis for Le Moana Mua award in Te Whatu Kairangi.

<https://ako.ac.nz/knowledge-centre/from-good-to-great-the-10-habits-of-phenomenal-educators-for-pacific-learners>

This three-year project, jointly commissioned by the Ministry for Women and Ako Aotearoa, aimed to increase the participation and success of **women in construction** and engineering related trades

where they are traditionally under-represented.

<https://ako.ac.nz/knowledge-centre/what-are-the-characteristics-of-an-effective-learning-journey-for-women-entering-trades>

This regional hub funded project led to the development of Ako Aotearoa's comprehensive **dyslexia** initiatives and resources.

<https://ako.ac.nz/knowledge-centre/supporting-dyslexic-trainees>

Bicultural competence in early childhood education - this hugely popular set of resources for ECE students and teachers contributed to building cultural capability.

<https://ako.ac.nz/knowledge-centre/bicultural-competence-ece>



Recent projects with multiple areas of strategic focus

Building on the DFQM success but armed with modern knowledge of **neurodiversity**, this neurodivergence quality mark scoping work has huge potential to change lives.

<https://ako.ac.nz/knowledge-centre/scoping-a-neurodivergent-friendly-quality-mark-for-the-workplace>

Focusing on the little-known condition, **dyscalculia**, this project helped provide resource for an area that currently experiences limited research and support.

<https://ako.ac.nz/knowledge-centre/in-the-starting-blocks>

This recent publication outlined a project that researched **Māori learners in trades training**.

<https://ako.ac.nz/knowledge-centre/a-tuakana-teina-model-of-trade-training>

In this project, foundation LLN is considered alongside embedded AI support.

<https://ako.ac.nz/knowledge-centre/guidelines-for-using-ai-to-improve-foundation-literacy>

Synthesis reports

These resources aimed to demonstrate the impact that Ako Aotearoa's work has achieved, and, to share the vision for the future.

<https://ako.ac.nz/knowledge-centre/synthesis-reports>

Collectively this body of work has provided the tertiary education sector with advice, guidance, affirmation, and challenge across a very diverse sector landscape.





Moving forward

Moving forward – Consolidated set of recommendations for the tertiary education sector

The following recommendations have been distilled from this report and the consultation that occurred throughout the sector in 2025. This is what you've told us is critical to continue to develop capacity, capability, and diversity in tertiary education in Aotearoa New Zealand. These are derived from the voices of many in the sector.

1. **Invest in sustainable resourcing for teaching excellence** by providing dedicated time, funding, and staffing at both organisational and national levels to support educator wellbeing and professional growth.
2. **Strengthen professional learning pathways** through flexible, modular, and context-relevant PLD that addresses critical priority needs such as AI integration, Universal Design for Learning (UDL), and assessment design.
3. **Embed cultural responsiveness and equity** by meaningfully integrating Kaupapa Māori principles, Pacific perspectives, and Te Tiriti o Waitangi commitments across all teaching practice, leadership, and organisational strategy.
4. **Enable and incentivise sector-wide collaboration** by reducing structural competition, establishing shared digital resource hubs, and supporting professional networks to scale effective practice and reduce duplication.
5. **Foster grounded and courageous thought leadership** that advocates for learner equity, champions innovation, and remains closely connected to the day-to-day realities of educators and learners.
6. **Promote evidence-based practice and research** by supporting the ongoing use of proven models, research-informed tools, and data-driven strategies to drive continuous improvement in teaching quality and learner outcomes.

These recommendations resonate at both national and organisational levels. In its closing report, Ako Aotearoa's voice is strong. Every organisation and every teacher – you do not need to work alone. Together, well-resourced and committed to optimal learner outcomes, great things can be achieved for ākongā.



Poroporoaki





Hei kupu whakamutunga, kua roa mātou o Ako Aotearoa ka hāpai i ngā mahi nei. Ko te koronga nui ia tērā, kia pai ake te whaaako i ngā akonga kei ia wāhanga o te ao mātauranga reanga tuatoru. E kore tērā e mutu noa. He koronga mutunga kore tērā.

He whakarāpopototanga tēnei ripoata i ētahi o ngā tūtukinga nui. Ko te whakatōpu i ngā rōpu kaituku mātauranga tērā, te rangahau i ngā kaupapa whakangungu i te kaiako tērā, ā, ko te whakaemi i ngā whakaaro mo te Rautaki Mātauranga Reanga Tuatoru (TES).

Atu i ērā tūtukinga, arā anō ngā whakareretanga ataahua o Ako Aotearoa. Ko ngā kaupapa pērā i a Manako, Te Tohu Kounga Whakarata Tīpaopaoatanga me te Whatu Kairangi.

Mo nāianeī, ko ngā rangahau me nga mea kua akona i ngā tau maha kua hori- kei te kitea tonutia ērā ki te runga ipurangi kei ako.ac.nz. E wātea ana ērā ki te katoa.

Heoi āno, hei kupu poroporoaki mai i a mātou te Poari me ngā kaimahi o Ako Aotearoa, ko ngā kupu ēnei a tō mātou waiata:

Te Waiata a Ako Aotearoa

E ngā iwi e tau nei
Tēnā koutou katoa
Anei te whakatauaikī a Ako Aotearoa
'Nā āheitanga ā-mātauranga
Ko angitū ā-ākonga'

To the people gathered here
Greetings to you all
Here is the catchphrase of Ako Aotearoa
'Building educational capability
For learner success'

E ngā iwi e tau nei
Tēnā koutou katoa
Anei ngā uara e rima a Ako Aotearoa
Ko te 'pūmautanga' tēnā
Ko te 'māramatanga' tēnā
Ko te 'whakamanatanga' tēnā
Ko te 'awhitanga' tēnā
Ko te 'whanaungatanga' tēnā

To the people gathered here
Greetings to you all
Here are the five values of Ako Aotearoa
One is 'loyalty'
One is 'wisdom'
One is 'respect'
One is 'inclusiveness'
The other is 'friendliness'

Nōreira e ngā iwi
Kia mau, kia ū!
Kia manawanui!
Toitū te reo!
Toitū ngā tikanga!
Hi aue hi!

Therefore o' people
Be staunch, be forthright!
Be strong-hearted!
Long live the language!
Long live the culture!
Hi aue hi!

