


Ako Aotearoa Annual Report

1 January to 31 December 2022



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

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



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Mihi

Tihei winiwini! Tihei wanawana!
Tihei mauri ora!
Mauri ora ki a Ranginui, mauri ora ki a Papatūānuku
Mauri ora ki te ira tangata!

E nga mate huhua o te tau
Haere, haere, haere atu rā
Hoki atu rā ki te kāinga tūturu o te tangata
Kawea atu rā ngā taumahatanga me ngā māuiuitanga
Kia noho mahea ai te huarahi
O te hunga e takatū tonu nei
I te mata o te whenua

Heoi anō, tātou mā
Ngā kanohi ora o rātou mā
Kia mau, kia ū, kia manawanui!
Whāia te iti kahurangi
Ki te tūohu koe, me maunga teitei!

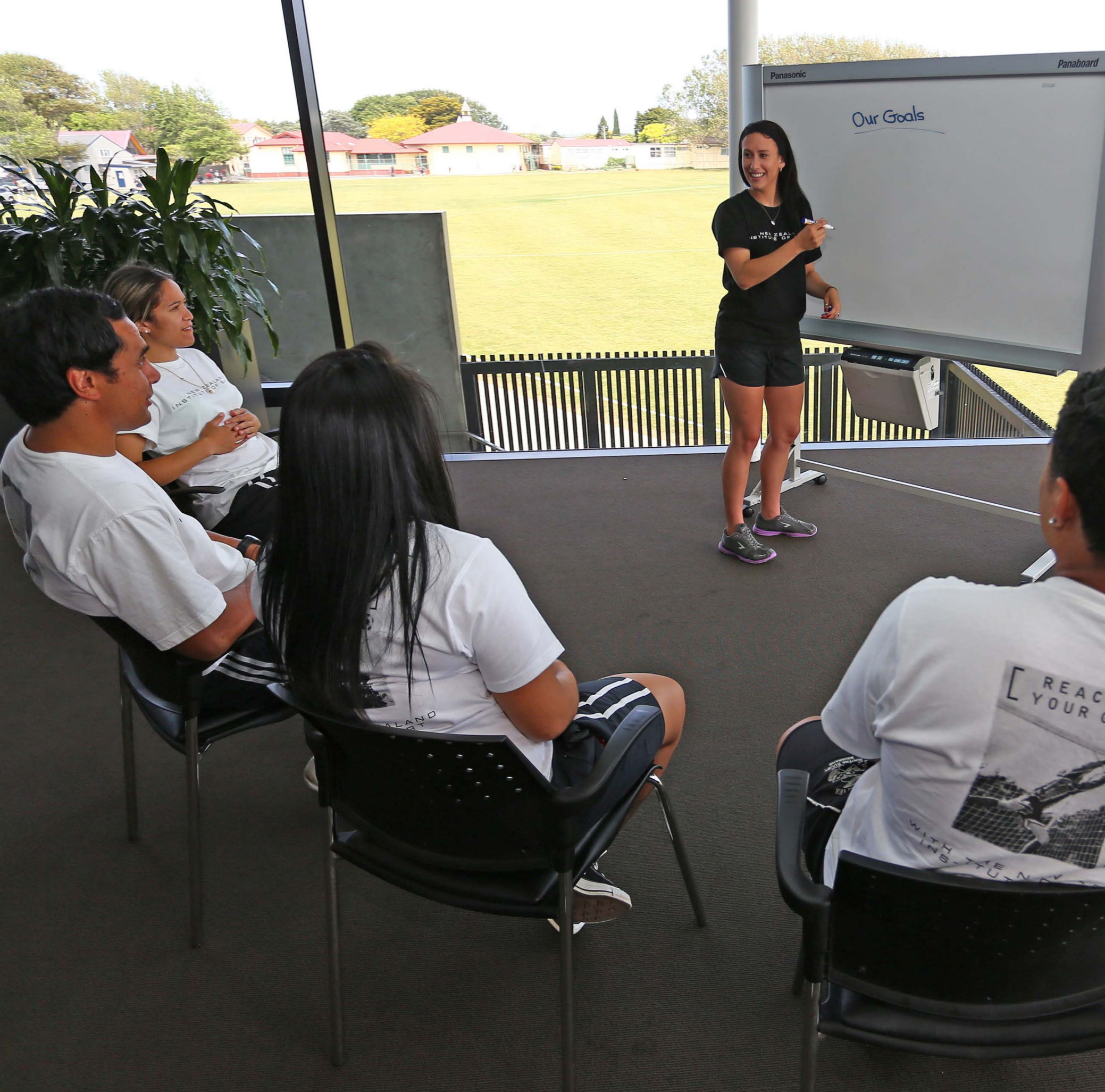
Let us respect the unknown, and known around us
And the life-giving forces
Of Ranginui our Sky father, Papatūānuku our Earth mother
And of us human beings!

To our many dearly departed loved ones
Farewell to you all
As you journey back to the spiritual homeland
Take with you the trials and tribulations
Take with you the afflictions that face us
And clear the pathway for us
Who remain here upon the face of the land.

And finally, to us all, their survivors
Be staunch, committed and stout-hearted
Do your utmost to pursue your goals in life
And should you have to bow down
Be it only to a lofty mountain!

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Tō Mātou Whaingā Our Goal

Nā āheitanga ā-mātauranga, Ko angitū ā-ākonga

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

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

Ko ō Mātou uara Our Values

Pūmautanga

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

Māramatanga

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

Whakamanatanga

We value the empowerment of tertiary learners and educators and, as a Tiriti-led institution, we are guided by Te Tiriti o Waitangi.

Awhitanga

We value inclusivity, diversity, equity, and barrier-free access to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

Whanaungatanga

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



Strategic Priorities



Chair's Report

As the incoming chair of the Ako Aotearoa Board, it is pleasing to fully appreciate the breadth and reach of the work of Ako Aotearoa.

Programmes and services are wide-ranging and designed for the diversity of the tertiary education and training sector, including independent training providers, work-based learning, technical and vocational training and higher education, with the Ako Aotearoa team doing a great job of providing evidence-based, innovative and appealing initiatives and tools.

Ako Aotearoa is also known as the National Centre for Tertiary Teaching Excellence (NCTTE), the purpose of which is to contribute to excellent educational outcomes for learners through a focus on working in partnership with Tertiary Education Organisations (TEOs) to enhance the effectiveness of teaching and learning. For those who don't know, the NCTTE functions ably provided by Ako Aotearoa include:

- a) Building the teaching capability of tertiary education organisations and educators,
- b) Commissioning, and, where appropriate, conducting research monitoring and evaluation about effective teaching and learning in tertiary education, and
- c) Providing associated advice to the tertiary education sector and government agencies.

As outlined in this 2022 Annual Report, it is pleasing to see the continuing success of the Ako Aotearoa capability building programmes, including Te Tiriti o Waitangi, Pacific learner success and teaching and learning innovations.

In 2022, after rebuilding our depleted funding base by placing project funding on hold, we began commissioning educational research and innovation projects focused on supporting priority learners, which is great to see.

The Ako Aotearoa Board has continued to support and promote teaching quality and innovation, including through supporting the redesign of the former Tertiary Teaching Excellence Awards and the resulting development, delivery and launch in 2022 of the inaugural Te Whatu Kairangi | Aotearoa Tertiary Educator Awards.

In closing, I am especially grateful to Massey University, the sole host of Ako Aotearoa since 2013, and particularly acknowledge the support of Vice Chancellor Professor Jan Thomas and Provost Professor Giselle Byrnes. You have continued to support the Ako Aotearoa board and

team, including through these challenging times. He mihi nui ki a kōrua, ko koutou katoa o Massey University, Te Kunenga ki Pūrehuroa. Tēnā koutou, tēnā koutou, tēnā tātou katoa.



Derek McCormack
Chair, Ako Aotearoa



Tumuaki/Director's Report

**Whāia te iti kahurangi ki te tuohu koe me he maunga teitei
Seek the treasure you value most dearly: if you bow your head,
let it be to a lofty mountain.**

Tēnā koutou katoa and warm Pacific greetings to you all. After the challenges of 2020/2021 under Covid 19 impacts, it was satisfying this year for Ako Aotearoa to be able to work with our 'new normal' blending of virtual and in-person ways to provide our advice, support and services to the diversity of the tertiary education and training sector of Aotearoa New Zealand. This year was a continuation of fulfilling the third year of our three-year business plan focused on five strategic priorities:

1. As a Te Tiriti o Waitangi-led organisation Ako Aotearoa seeks to be a leading body in the tertiary education sector in a diverse Aotearoa New Zealand.
2. To lead change in teaching and learning excellence and educational capability, being agile, adaptive and impactful to support the Tertiary Education Strategy (TES) priorities.
3. To champion learners as ako partners, valuing their experiences, voices and aspirations and those of whānau and communities.
4. Barrier-free access and strengths-based approaches to improve educational and other outcomes, particularly for Māori and Pacific Peoples.
5. To lead and build language, literacy, numeracy and cultural educator capability in tertiary foundation and bridging education and workplace learning in Aotearoa.

While these were 'lofty' priorities, it is testament to the strength of our partnerships, networks and experts working alongside the Ako Aotearoa team, that our ambitions for the sector in 2022 were fulfilled. I share a sample of them here:

- Te Whatu Kairangi, the Aotearoa Tertiary Educator Awards were awarded for the first time. Nine new awardees (see page 31) joined the teaching excellence awardee community. We were also thrilled to develop and launch Le Moana Mua (see page 61), a new award for Pacific educators.
- Tuia Te Ako 2022 (see page 49), the Ako Aotearoa Māori tertiary education hui held online over two days, featured the theme of *Tuia Te Reo me Ngā Tikanga ki te Mātauranga, Weaving the Language and Culture into Education*.

- We enjoyed a wide range of presentations, including by the Hon Kelvin Davis, Marama Davidson, Dr Ngāhuia Te Awekōtuku, Ngāhiwi Apanui, Dr Arapere Royal Tangaere, Ahorangi Tīmoti Kāretu, Rāwiri Waititi and Debbie Ngārewa Packer (read more on page 49).
- We made significant website enhancements to make our wide ranging [programmes and services](#) more accessible. Our [Manako programme](#) features innovative services for building adult literacy, numeracy and cultural capability and is attracting enormous interest and growing demand from a wide range of organisations.

We continue to enjoy a very positive and productive partnership with Massey University, Te Kunenga ki Pūrehuroa, our host since 2007. I acknowledge and thank Vice Chancellor Professor Jan Thomas and Provost Professor Giselle Byrnes for their continued support. I also want to acknowledge the Board of Ako Aotearoa, Te Rūnanga Māori and the Pacific Peoples' Caucus. *Mā pango mā whero ka oti te mahi. By black and red together it is done.*



Nā Helen Lomax
Tumuaki | Director
Ako Aotearoa

Ako Aotearoa Board Members 2022

Derek McCormack – Chair (from June 2022)

Dr Alison Kuiper – Deputy Chair
(Acting Chair from 31 December to June 2022)
Tertiary sector

Ivy Harper
Te Rūnanga Māori Chair

Analiese Robertson
Pacific Peoples' Caucus Chair

Damian Lodge (to August 2022)
Massey University Vice Chancellor's representative

Associate Professor Maggie Hartnett (from August 2022)
Massey University Vice Chancellor's representative

Dr Caroline Seelig
Tertiary sector

Ali Leota
Community

Professor Lisa Emerson
Tertiary sector

Cadence Kaumoana
Tertiary sector



Te Rūnanga Māori Chair –
Ivy Harper

Te Rūnanga Māori

Despite the challenges of Covid, 2022 was a very good year for us. Long-standing member and Co-Chair, Lee Cooper, left and I became the new Chair. Te Mana Ākonga representative, Kyla Kamariera-Campbell, also left. Hohepa Tamehana joined the Rūnanga as did Cadence Kaumoana (new Board member) and Shelley Hiha (who will actually commence attendance in 2023).

We are very proud of the achievements in the area of Mātauranga Māori. Firstly, there was the launch of Te Pātaka Mātauranga Māori on our website where all our resources of a Māori nature are located and now easily found. The launch took place to align with the new Matariki public holiday. We also updated our online 'Ako' and 'Manaakitanga' courses and created digital badges for successful completion of these courses online.

Tuia Te Ako, the national hui for Māori staff, was the major achievement for us during which we celebrated the 50th anniversary of the Te Reo Māori Petition, as well as promoting tertiary education to potential Māori learners. The online two-day conference was extremely successful in a number of ways (see the separate report on Tuia Te Ako for more information). We are also very pleased with the success of our Te Tiriti o Waitangi suite of courses – the high patronage of these, and the overall very positive feedback on them.

At year's end, we had the ability to meet in person as a Rūnanga, as well as with the Pacific Peoples' Caucus, particularly around the development of our strategic objectives. This was followed by a dinner whereby we farewelled departing Chair, Lee Cooper.

Ivy Harper
Chair

Te Rūnanga Māori members 2022

Lee Cooper – Chair (to November 2022)

Ivy Harper – Chair (from November 2022)

Dame Dr Iritana Tawhiwhirangi
Nominated by Te Kōhanga Reo National Trust

Kyla Kamariera-Campbell (from February to November 2022)
Ākonga Representative

Dr Karyn Paringatai
Te Whatu Kairangi Community

Hohepa Tamehana (from August 2022)
Nominated by Te Tauihu o Ngā Wānanga

Cadence Kaumoana
Ako Aotearoa Board member

Teina Mataira
Nominated by Te Tira Manukura o Ngā Kuratini

Shelley Moana Hiha
Nominated by ITENZ



Pacific Peoples' Caucus Chair, Analiese Robertson, ACE Aotearoa

Pacific Peoples' Caucus

Kia orana, Mālō e lelei, Talofa lava, Taloha ni , Fakaalofa lahi atu, Namaste, Ni sa bula and warm Pacific greetings.

It is a privilege to acknowledge the work of the Ako Aotearoa Pacific Peoples' Caucus and the Ako Aotearoa Pacific team. In 2022 the Caucus welcomed new member Aiono Manu Fa'aea (Samoa - Fasito'outa / Fagaloa / Fasito'otai / Afega / Moata'a). Aiono works as the Senior Pasifika Manager at Te Whare Takiura o Manukau (Manukau Institute of Technology) and is seconded to Te Pūkenga in the Partnerships and Equity Team as Kaitautoko Equity Pacific. Aiono was also a key member of the Ako Aotearoa committee that in 2022 developed the new Le Moana Mua Pacific Educator's Award.

Pacific priorities were in high profile with the success of two Pacific Educators for our tertiary education and training awards, *Te Whatu Kairangi – Excellence in supporting Pacific learners*. Congratulations to both Dr Marcia Leenen-Young, Senior Lecturer in Pacific Studies, School of Māori and Pacific Studies, Waipapa Taumata Rau, The University of Auckland, and Patrick Vakaoti, Associate Professor in Sociology, Gender Studies and Criminology, Te Whare Wānanga o Otago, University of Otago, for attaining their awards for "Achieving diversity and inclusion for improving outcomes for Pacific learners".

Pacific perspectives within Ako Aotearoa continue to thrive under the leadership and drive of the Ako Aotearoa Pacific team of Pale Sauni, Pacific Priorities and Cultural Leader, and Saylene Ulberg, Senior Advisor Pacific. Key highlights for the team at year end 2022 include:

- The first two Pacific Cultural Capability Pathway (PCCP) workshops were delivered face-to-face for Competenz, and BCITO and MITO. The workshops were delivered to 60 staff and a further three cohorts are booked for the start of 2023. This PCCP is tailored to include the Pacific Navigation Story and the Dawn Raids. Competenz managers have encouraged other Workplace Development Councils and Work-based Learning entities to book this for their teams too, with strong interest from Hospitality ITO and Hanga-Ara-Rau.
- Loma Berge was contracted to update and enhance the online Pacific Cultural Capability pathways course on Pathways Awarua.
- Confirming partnership with Taikura Trust, Pacific Manager Daniel Te'o, to support Disability and visually impaired communities.
- Pacific Priorities and Cultural Leader Pale Sauni was a keynote speaker at the Careerforce conference and a co-presenter with Dr Damon Whitten for Ako Aotearoa at the ITENZ conference. This conference was in October 2022 and their topic was "Overview of the Services and New Developments within the Manako Programme".

- Three Pacific-centred Ako Aotearoa Research Innovation Agenda (AARIA) research projects were planned and approved in Q4 2022.
 - The first was *Le Niu Project – Strengthening and supporting Pacific Education pathways and communities* led by Researcher Clarke Tuagala who will be the evaluator researcher for the two Le Niu Fono in Te Hiku and Whangārei planned for March 7-8, 2023.
 - We are in the process of seeking a Pacific researcher for the second project in 2023, *The effects of the Dawn Raids on Education*.
 - The third project, *Phenomenal Educators Framework*, led by Aiono Manu Fa'aea, builds on the Ako Aotearoa co-funded project "From Good to Great: The 10 Habits of phenomenal educators for Pacific learners" led by Dr Cherie Chu and Janice Ikuia Pasi (2021). This work will investigate the use of the Kato Toolkit as the basis for Professional Learning and Development (PLD) and its impact on educators and outcomes for Pacific learners.

It is pleasing to see the work of Ako Aotearoa for Pacific continuing to go from strength to strength.

Meitaki maata,
Analiese Robertson
2021-2024, Pacific Peoples' Caucus Chair (ACE Sector Representative),
Kūki 'Airani/Te Au o Tonga/Puaikura

Pacific Peoples' Caucus Members 2022

Analiese Robertson – Chair

Adult and Community Education Aotearoa (ACE) representative and Ako Aotearoa Board member

Vai Punivai – Deputy Chair

BCITO | Te Pūkenga, vocational education

Ali Leota

Community

Esmay Lemalu-Eteuati

University of Otago/Tertiary Sector

Tofilau Nina Kirifi-Alai

APSTE

Minnie Kalo Voi

Tauira Pasifika Student Representative

Aiono Manu Fa'aea (from February 2022)

Te Pūkenga Pasifika staff



2022 Selected Highlights



51 PRESENTERS

395 ATTENDEES DAY ONE
232 ATTENDEES DAY TWO
↑72 FROM 2021



2,700 DAY 1 | 537 DAY 2



Te Whatu Kairangi
Aotearoa Tertiary Educator Awards
2022

Online launch ceremony
24 February 2022

2 KAUPAPA MĀORI AWARDEES

2,435 PLD



PARTICIPANTS in 2022
1,853 in '21
↑ UP 31%

↑ 1,322



COMMUNITY of PRACTICE
members

DYSLEXIA-FRIENDLY QUALITY MARK FIRST AWARDS CEREMONY



7 organisations ACHIEVED DFQM in 2022

1308 MANAKO PLD PARTICIPANTS
webinars, workshops, courses
in-house and online

↑ UP 606 ON 2021 **86% INCREASE**

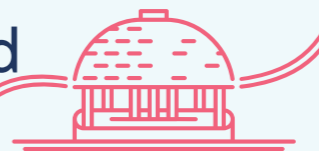


AGENDA LAUNCHED
July 2022

TE WHATU KAIRANGI
NEW PACIFIC AWARD
LE MUA MOANA



Developed for **2023**



964 DIGITAL BADGES
awarded for **PLD COURSE** completion



↑ 97% INCREASE ON 2021

3

2022 Key Activities and Sector Engagement

1,322 COMMUNITY of PRACTICE members
 ↑ UP 15% from 1,150 in '21

839 SECTOR-WIDE ENGAGEMENT meetings

2,435 PLD PARTICIPANTS in 2022
 1,853 in '21 ↑ UP 31%

964 DIGITAL BADGES awarded
 492 in '21 ↑ UP 97%

Ako Aotearoa website



Top unique page visits	Top three unique downloads from Knowledge Centre
15,506 Home page (compared with 16,264 in 2021)	693 Goalposts
8,363 Professional Learning (compared with 10,037 in 2021)	509 Bicultural competence ECE
4,560 Knowledge centre	500 Literacy Learning Progressions

Sector relationships and engagement

Engaging with individuals and organisations across such a diverse tertiary and training education sector kept us extremely busy throughout 2022. Our Sector Services Managers based in Auckland, Palmerston North and Christchurch play an extremely important role in identifying sector needs in their regions and exploring ways Ako Aotearoa may contribute to teaching and learning in innovative ways.

We also value how the diverse representation amongst our Te Rūnanga Māori and Pacific Peoples' Caucus members guides our work so we support a wider range of priority groups in inclusive ways.

Staff have enjoyed very active engagement with Te Pūkenga and its subsidiaries throughout the year. There is much to share and collaborate on and we welcome the opportunity to share some of our exciting programmes and services.

Director, Helen Lomax, has established Mana Enhancing Agreements with Food and Fibre CoVE and ConCOVE Tūhura that formalise our commitment to identify and shape shared priorities and opportunities for collaboration.

During 2022 Ako Aotearoa staff held 839 meetings with people and groups across the tertiary sector – this has been broken down roughly by sector and includes:

- Private Training Establishments
- Educators (independent)
- Government and related
- Te Pūkenga and subsidiaries
- CoVEs
- Workforce Development Councils
- Students
- Universities
- Adult and Community Providers
- Community
- Other – including international

The full list of our Stakeholder Engagement activities is featured in Appendix B on page 98.

Public Submissions

As part of our commitment to advocating for good practice in tertiary education, Ako Aotearoa actively participates in public consultation processes and develops submissions on related strategies, reviews and other relevant documents, both as respondents and proactively. Our responses do not reflect the point of view or interests of a particular sector or organisation. Rather, they are based on how a given set of proposals will affect Aotearoa New Zealand's tertiary system's ability to achieve the best possible educational outcomes for learners through high quality learning and teaching-related programmes, research and networks.

In 2022 we made submissions on the following matters:

- February 2022: White Paper to the Minister of Education, the Hon Chris Hipkins, on urgent actions needed for building sector capability in foundation education.
- April 2022: Te Kōmihana Whai Hua o Aotearoa – New Zealand Productivity Commission inquiry on 'A fair chance for all: Breaking the disadvantage cycle', with a particular focus on breaking the disadvantage cycle for adults with language, literacy and/or numeracy (LLN) needs.
- August 2022: Response to proposed changes to the Adult Literacy Educator (ALE) Fund.
- October 2022: Response to the NZQA consultation on changes to NZQA rules on micro-credentials and skills standards and changes to the way providers gain approval for them.

Insights to stakeholder views from our research project

In January 2022, Research New Zealand (RNZ) completed its "Survey on Ako Aotearoa Stakeholder Views and Perceptions" project for us. This built on the last survey taken in 2017.

While the overall findings were reported in our 2021 Annual Report, in January we released a [Research Factsheet](#) outlining respondents views on building teaching and educational capability.

The Factsheet provides an insight to the challenges and issues within the sector that respondents felt could impact on their focus on building educational capability.

- Respondents rated 'Building teaching and educational capability' highly as a priority (see Figure 1 below).
- 'Learner engagement and retention' was the area most frequently identified by all respondents as the most important for building teaching and educational capability (Figure 2, page 28).
- Educators and Educator Managers are very concerned about the impact of sector changes on the upskilling of the workforce and teaching quality (Figure 3, page 28).
- There was a preference amongst respondents for external professional learning and development (Figure 4, page 29).

These findings, along with the full survey, are informing our work now and into the future.

Building teaching and educational capability is rated highly as a priority

Respondents were asked to rate the priority they personally or their organisation placed on building teaching and educational capability. The figure below shows that 40% or more of all groups of respondents rated it as 'the' most important or 'one of' the most important priorities.

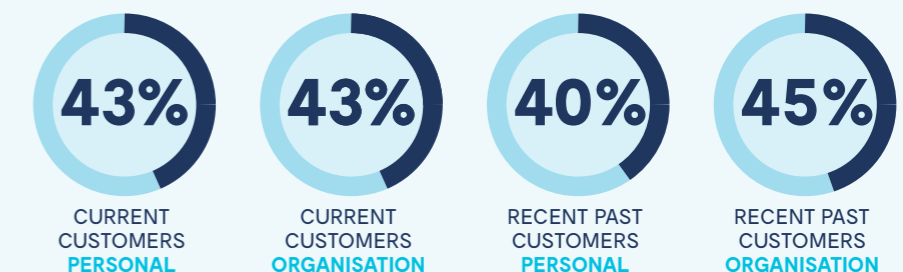


Figure 1

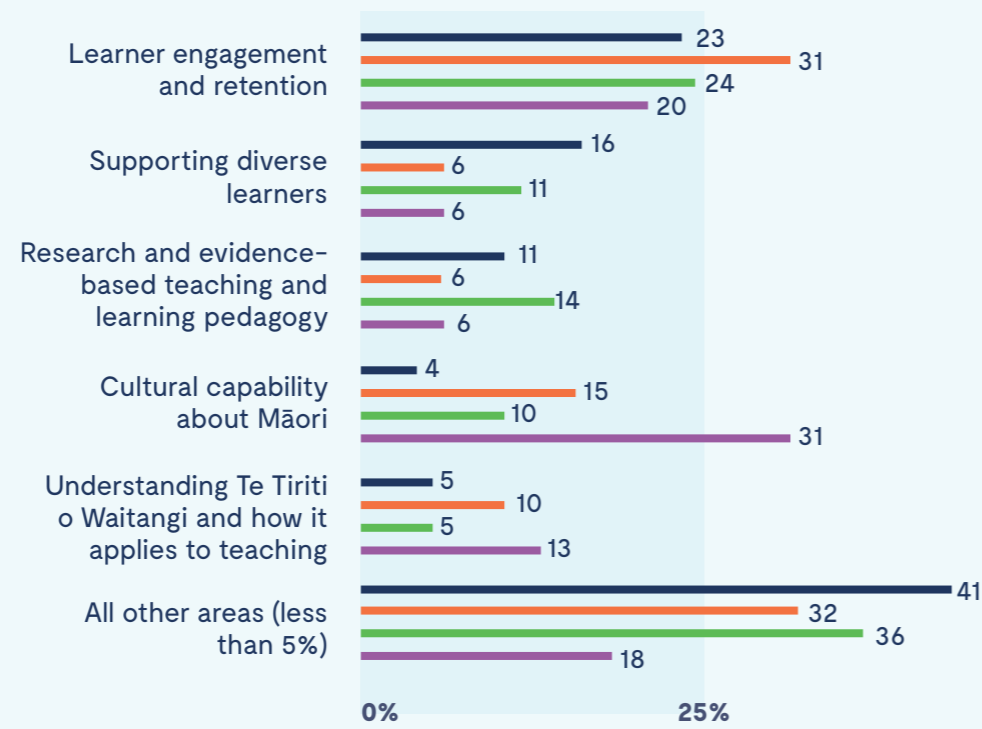


Figure 2: Current and Recent past customers

- Current Customers - Personal
- Current Customers - Organisation
- Recent past Customers - Personal
- Recent past Customers - Organisation

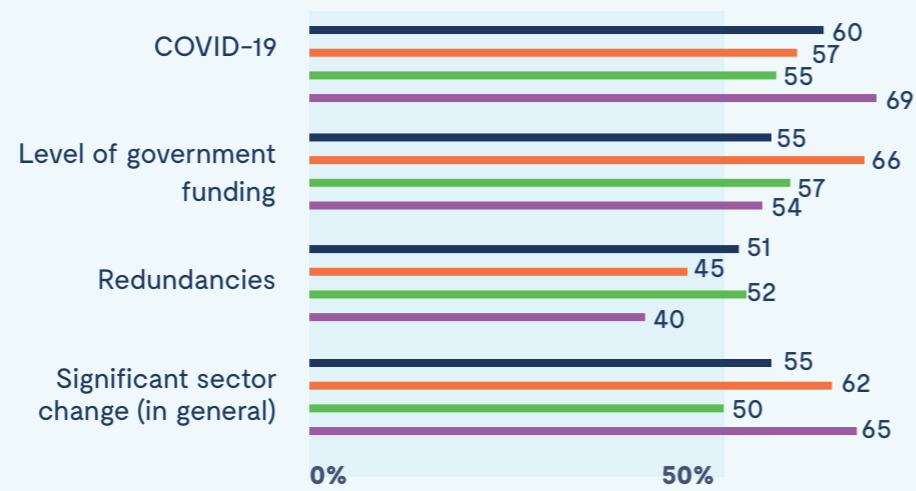


Figure 3: Issues arising from the sector changes identified on a prompted basis as impacting the sector's ability to build educational and teaching capability

- Current Customers - Personal
- Current Customers - Organisation
- Recent past Customers - Personal
- Recent past Customers - Organisation

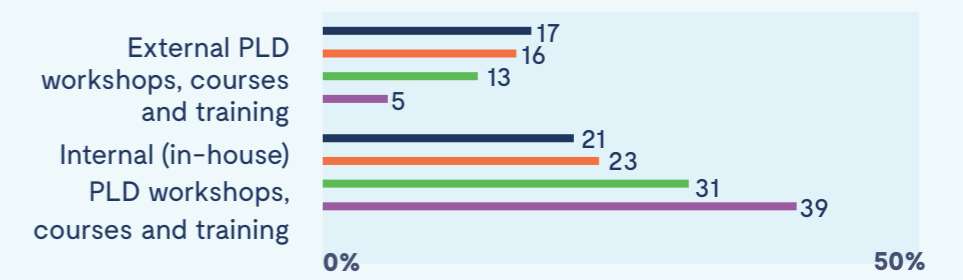


Figure 4: Extent to which external and internal PLD identified as preferred method of building capability in the five most important educational and teaching areas – current and recent past customers

- Current Customers - Personal
- Current Customers - Organisation
- Recent past Customers - Personal
- Recent past Customers - Organisation

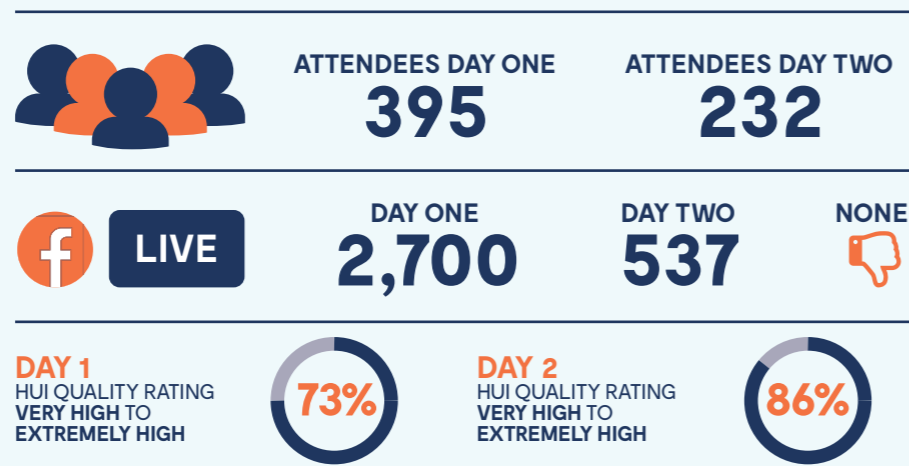
Ako Aotearoa Events

Tuia Te Ako Hui Ipurangi | Tuia Te Ako Online Hui



We were very proud to run an outstanding Tuia Te Ako in 2022 that, despite some initial technical issues, excelled in its delivery of content and reach to wider Māori communities. The theme for this year's online hui – Tuia Te Reo ki te Mātauranga – connected to the 50th anniversary of the Te Reo Māori Petition and created a very special event celebrating te reo Māori and tikanga Māori with an exceptional line up of presenters.

To honour the language, Day 1 was delivered in te reo Māori only. The organisers' drive to create a barrier-free access event that reached the wider Māori community, was unprecedented. Dr Joseph Te Rito and Apikara Brightwell from Radio Kahungunu achieved this by broadcasting Day 1 through the radio station and out across the Iwi radio network, along with live streaming through Facebook.



Read more about the event in the Māori section on page 49.

Te Whatu Kairangi | Aotearoa Tertiary Educator Awards



Following a comprehensive review and consultation with sector representatives in 2021, the new Te Whatu Kairangi | Aotearoa Tertiary Educator Awards were launched by the Minister of Education, the Hon Chris Hipkins, in an online ceremony on 24 February.

Changes to the criteria, and new sub-categories under the General Awards, helped to promote a greater diversity of sector participation. These changes resulted in a small but positive increase of 13% in nominations received, compared to the previous year.

Te Whatu Kairangi – behind the name

The new awards name describes the achievement made by an individual. Whatu (noun) is an initiation stone – it is a physical symbol (a small stone swallowed by the student (taura) during the initiation to become a tohunga) that acknowledges the student has reached a certain level in their learning. It is their 'tohu' or their 'award'. Kairangi (noun) describes anything that is held in high esteem and indicates something of the highest level.

Awards Ceremony



The 2022 Awards Ceremony on November 23 was held online with around 60 people in attendance and a further 122 viewing the live stream via YouTube. The ceremony video has received a further 64 views since then.

We were delighted to have Minister Hipkins join us live this year. In his opening speech, he acknowledged the continued hard work from educators during changing and challenging times. He urged everyone to “keep doing the brilliant work they do”. He congratulated the Awardees and acknowledged their families, whānau and supporting colleagues for contributing to their success.

A highlight of the ceremony was the [Prime Minister’s recorded message](#) to announce the “Educator of the Year”. The honour went to [Carolyn Gates](#), a senior lecturer at Massey University’s School of Veterinary Science. The Rt Hon Jacinda Ardern referred to Carolyn’s exceptional record of innovation, academic achievements and international leadership, describing her as “a strong supporter of students taking charge of their own education”.

TE WHATU KAIRANGI AWARDS 2022 9 AWARDS winners

1 Prime Minister's EDUCATOR of the YEAR

2 KAUPAPA MĀORI AWARDEES

2 PACIFIC endorsements for EXCELLENCE IN SUPPORTING PACIFIC LEARNERS

122 STREAMING VIEWERS

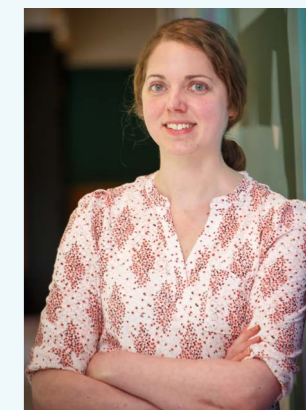
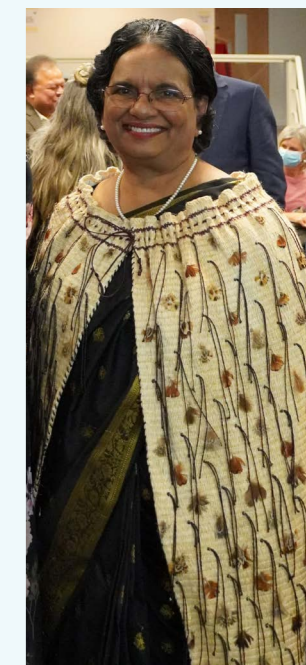
60 ONLINE ATTENDEES

Korowai – Rauaroa

We also want to acknowledge the handover of Rauaroa – the Korowai created by Verona Hetet that passes from the shoulders of the top awardee each year. In April 2022, the University of Otago held its own special ceremony to place the Korowai on the shoulders of the 2021 Prime Minister’s Supreme Award recipient, Dr Latika Samalia (pictured right). From 2022, under Te Whatu Kairangi, this top award was renamed the “Prime Minister’s Educator of the Year” award.

Around 70 people attended the University of Otago event face-to-face and online. Associate Professor Karyn Paringatai (2014 recipient of the award) provided the welcome karakia/mihi whakatau, followed by a message from the University’s Vice-Chancellor, Professor David Murdoch, and members of the Fijian and Fijian Indian community provided concluding remarks and karakia.

The Korowai will move to Massey University in early 2023 to be placed on the shoulders of the 2022 “Educator of the Year” – Carolyn Gates (pictured right).



Dyslexia-Friendly Quality Mark – ceremony for first six awardee organisations



The popularity and success of our DFQM work has grown since we launched the initiative in September 2021. In late July this year we held the inaugural [DFQM Awards ceremony](#) to celebrate the success of the first six organisations to be awarded with the Quality Mark:

- Kāpiti Youth Support
- UCOL Horowhenua
- Capital Training
- Hagley Adult Literacy Centre
- Ashburton Learning Centre, and
- Edvance Workplace Education.

Tertiary Education Commission’s Sara Williams told ceremony attendees to “really hold fast, and never underrate the value of this work”.

The Invercargill campus of Southern Institute of Technology | Te Pūkenga gained its [DFQM later in the year](#).

Read more in the Manako section on page 76.

Ako Aotearoa Staff – coming together for the first time in three years

As for many others, Covid-19 restrictions and related challenges had prevented Ako Aotearoa staff coming together face-to-face in recent years. After an extremely busy year it was wonderful then to reconnect in December with a two-day Wellington hui.

The team were able to focus on future planning, reflecting on the hard work and achievements over the past 12 months, and to test our music and coordination skills as Dr Joe Te Rito and Alexia Tuhi took us through the actions to our Ako Aotearoa waiata.

We also spent two very engaging and interactive hours with Ainslee Collins, Senior Advisor in Organisational Development at Ara Institute of Technology | Te Pūkenga, who took us through an “Introduction to Whole Brain Thinking”.



Ako Aotearoa-sponsored tertiary events



We were delighted to sponsor, contribute to, and connect with more than 760 attendees at a range of key tertiary events, online and face-to-face, throughout the year:

- ACE Aotearoa annual conference and awards
- ITENZ annual conference and awards
- Te Huinga ki Tua – Te Mana Ākonga
- APAC TVET Forum – Skills Consulting Group, Te Pūkenga, and Education New Zealand
- APSTE Fono (see the Pacific section of this report on page 67)
- Festival of Adult Learning Ahurei Ākonga, Ōtautahi

ACE Aotearoa Annual Conference and Awards

Theme: ‘Te Manu Kairangi – Great Minds’

This year, 130 attendees joined in the exploration of neurodiversity in learning through a strengths-based approach. There were thought-provoking keynotes, heartening insights from the panel of speakers about their lived experiences of neurodiversity, and a range of inspirational workshops. Ako Aotearoa staff were delighted to provide the following sessions:

- Annette Tofaeono (Senior Advisor, Foundation Learning) – workshop on the [Dyslexia Friendly Quality Mark](#) and Tapatoru
- Graeme Read (Sector Services Manager, Central) – [Neurodiversity Community of Practice](#)
- Jennifer Leahy (Sector Services Manager, Southern) – facilitator for the session on gathering ideas on meeting the needs of neurodiverse learners.

Congratulations to Charmaine Tukua and Heather Newell who were awarded Educator of the Year in the Tangata Whenua and Tangata Tiriti categories respectively.

Read more about all the awardees and categories on the [ACE Aotearoa website](#).

ITENZ Annual Conference and Awards



More than 120 ITENZ members came together in Auckland this year for the Annual Conference and Awards. Ako Aotearoa provided Gold sponsorship and contributed to the organising committee through Ruth Peterson, our Northern Sector Services Manager. Our staff appreciated the opportunity to reconnect face-to-face with people and contributed to the programme:

- “The Tapatoru Ako Professional Practice Award: Building Sustainable Educator and Organisational Capability” – Graeme Smith and Annette Tofaeono.
- “Overview of the services and New Developments within the Manako Programme” – Dr Damon Whitten and Pale Sauni.

Both presentations received positive feedback in the evaluations.

Te Huinga ki Tua | Te Mana Ākonga

Tītahi ki Tua, Auckland University of Technology Māori Students’ Association hosted the event in September, which took on a hybrid format as Covid restrictions changed. This attracted 120 attendees, enabling a small number of Māori student representatives to gather at Ngā Wai o Horotiu marae and a larger group of participants joining virtually.

The theme, “Reflecting on the past to seek a pathway forward”, along with the activities and presentations, were designed to complement Mahuru Māori, Te Wiki o Te Reo Māori, and the 50th anniversary of Te Pētihana Reo Māori. Our Deputy Director Māori, Dr Joseph Te Rito, was invited to deliver a presentation on his experiences as a university student in the 1970s and his involvement with Te Rōpū o Te Reo Māori.

Other highlights included a keynote by Dr Robert Pouwhare speaking on his involvement with Ngā Tamatoa and Te Rōpū o Te Reo Māori, as well as his work in the te reo and tikanga Māori space over the years. Taituwaha King, Erana Foster and Kyla Campbell-Kamariera, facilitated by Toiroa Williams, held a panel discussion about their reo Māori journeys and their views on language acquisition.

APAC TVET | Skills Consulting Group

We were pleased to sponsor the Asia Pacific online event in mid-October. The Skills Consulting Group do a fantastic job of bringing together a comprehensive, diverse, and informative programme around technical and vocational education and training, with strong representation from Aotearoa. More than 270 people attended the online event over the two-day programme.

Ako Aotearoa Director Helen Lomax gave a presentation on [“Professional Learning and Development for TVET educators in Aotearoa”](#) on Day 2 that was well received.

Festival of Adult Learning Ahurei Ākongā event - Ōtautahi



The annual festival of adult learning event is a key focus of the adult and community education whānau in Ōtautahi. It is always a wonderful opportunity to share, showcase and celebrate Ōtautahi ACE providers.

This year's event was held at Hagley College on September 9 with fifteen ACE providers represented. Presentations of “Innovative Provider” awards were made by Helen Lomax, Director Tumuaki Ako Aotearoa and Analiese Robertson, Director Tumuaki, ACE Aotearoa.

Special guest, Anton Matthews, spoke on the impact of his business “Fush” and his inclusion of te reo in his business, his own learning journey, as well as teaching members of the community. Anton also provided the ACE providers with kai from his own food truck. Bhutanese Chai tea was provided by two learners from English Language Partners.

This night of learning and kai was a welcome celebration after a couple of hard years for all.

Involvement in MBIE project

NZ Work Research Workshop: The expression, experience, and transcendence of low skills in Aotearoa New Zealand

The project “*The expression, experience, and transcendence of low skills in Aotearoa New Zealand*” is funded by a Ministry of Business, Innovation and Employment Endeavour Grant with the intention of providing policy recommendations and improved outcomes for adults living with low literacy and numeracy (L&N) skills.

To facilitate a dialogue between the research team, the policy sector, and providers of adult L&N, a two-day workshop was held on 23-24 September 2022 at both Auckland and Wellington locations that were connected by video conference. Helen Lomax, Damon Whitten and David Gough represented Ako Aotearoa and presented on Ako Aotearoa's initiatives within the L&N learning space, creating thought-provoking discussion amongst the attendees. That presentation is available through the programme link above. Operational recommendations were made by the presenters and attendees around expanding the vision and intervention landscape of L&N support for students and professional development and learning in L&N for staff.

Research and Innovation

Ako Aotearoa Research and Innovation Agenda (AARIA)

We announced the restart of our research programme in July with a sharper focus to deliver a strategic and coherent research and innovation work programme. This will better meet the strategic priorities of the tertiary education and training sector – including policy agencies, organisations, practitioners, and ākonga (students). The context for this programme is available [here](#).

Strategic approach

Key changes to the approach include shifting project selection to a commissioning approach and building closer alignment of our organisation's priorities with the objectives of the current Tertiary Education Strategy. The key focus areas will be Objective Two – Barrier Free Access and Objective Three – Quality Teaching and Leadership.

Specific projects are being commissioned and announced in early 2023. Areas of focus will include Pacific, Te Tiriti, Tuākana-tēina, dyslexia, digital literacy, apprentices and a digital PLD tool to assist people with the Tapatoru | Ako Professional Practice Award.

Closer alignment with Tertiary Education Strategy (TES) priorities

In addition, an Ako Aotearoa working group led by Dr Mei Winitana, with Saylene Ulberg and Saba Azeem, developed a guidance document to ensure the needs of the four priority groups (Māori, Pacific, Disabled Learners, and those with learning support needs) are the focus of all AARIA research projects, as stated by the Tertiary Education Strategy (TES). This document guides a series of discussions between the Ako Aotearoa Project Leads and the Research teams as to how the research project ensures the success of these priority groups.

Ako Aotearoa Board's Strategic Sector Projects

With the guidance of its Board, Ako Aotearoa has commissioned strategic projects to identify and address specific gaps in tertiary teaching and learning that can benefit the tertiary education and training sector and ākonga/learners.

Project 1: Ako Explored

A literature synthesis of what makes a difference to learner outcomes in tertiary education. It is accompanied by a set of principles and practices representative of the literature.

Project 2: Qualifications Alignment for Adult and Tertiary Teaching

An investigation into and a proposal on how to align adult and tertiary teaching qualifications from Level 4 to postgraduate, including L6 certificates in Learning Design and Education Technologies.

Project 3: New Zealand Certificate in Pasifika Teaching (L6)

A project to work in collaboration with a TEO to develop and accredit a programme of study to meet the requirements of the NZ Certificate.

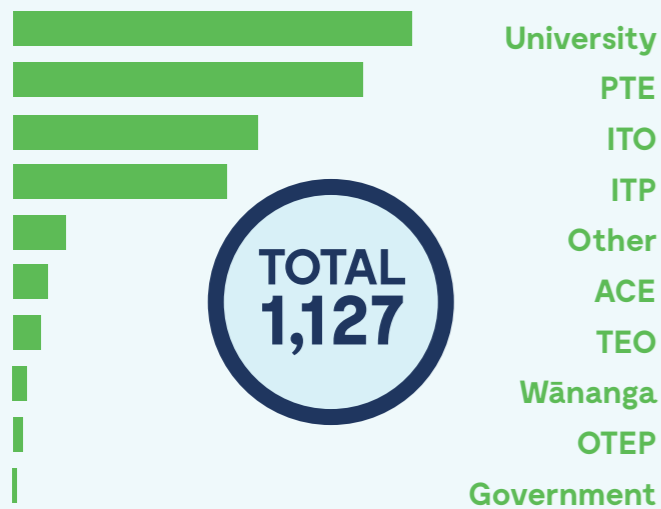


Professional learning and development

TOP 5 PERFORMERS

- #1 Te Tiriti o Waitangi - a visual history
- #2 Supporting adults with dyslexia in tertiary education and training: An introduction
- #3 BCITO PLD workshop series
- #4 Applying Māori Cultural Capability workshop series
- #5 Introduction to the Pacific Cultural Centredness Pathway

PLD ATTENDEES (by sector)



964 DIGITAL BADGES awarded

↑ UP 474 ON 2021 **97% INCREASE**

87.5% 91.6%
 QUALITY VALUE
OVERALL PLD ratings
 RESPONSE RATE **36.2%**

2,435 PLD ATTENDEES in 2022 **↑ UP 582 ON 2021**

1,057 online **31% INCREASE ON 2021**
1,378 in-house

97 workshops online **75 in-house/on-site**

Professional learning and development (PLD), online community groups and digital badging

PLD Programme activity for the year

This year saw a strong performance for our PLD Programme with a 31.4% increase from 2021's total attendees of 1,853.

Both the online and face to face "site-based" (in-house) modes of delivery performed strongly.

The programme attracted a total of 2,435 participants to 172 courses, webinars, and workshops across the year:

- 75 events delivered "on-site" (in-house) with staff groups to 1,378 participants
- 97 events delivered online to 1,057 participants.

Of that, 1,127 attended our broader PLD offerings (comparable with 2021) and our Manako programme (adult language, literacy, numeracy, and cultural capability) experienced an 86% increase to 1,308 attendees compared with the previous year of 702 (See Figure 5 below).

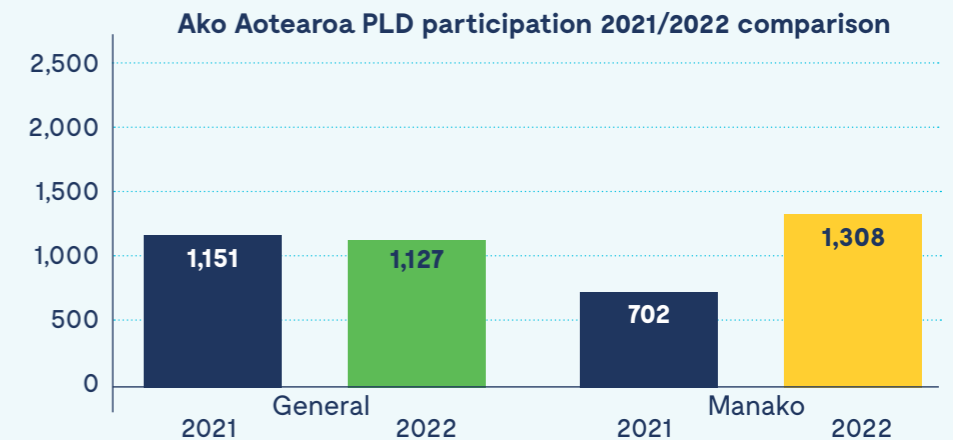


Figure 5

Figure 6 on page 44 indicates a significant rise in the number of attendees at our broader PLD offerings from the university and ITO sectors, while participation from the ITP sector has dropped back slightly, which is perhaps not surprising with the significant sector reforms currently underway. Private Training Establishments continue to be well represented in our PLD programme year on year.

In late November, we were pleased to launch a price reduction on our workshops and courses for 2023 (excluding Manako PLD). This was in recognition of the current challenges faced by organisations across the sector that are putting pressure on Professional Learning and Development needs.

PLD ATTENDEES (by sector)

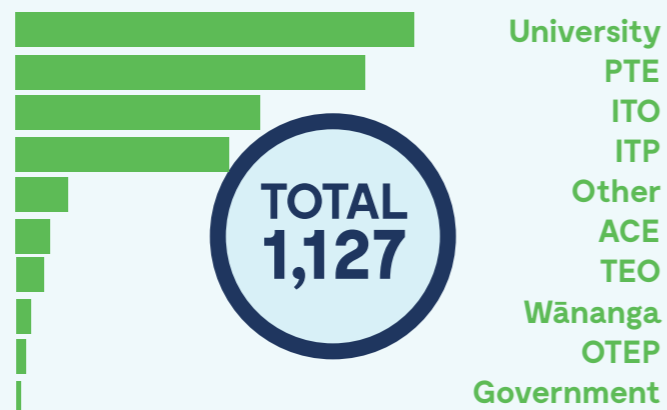


Figure 6: PLD attendees by sector (excluding Manako PLD offerings)

Participant feedback on our PLD:

I appreciated Catherine's take on te Tiriti and the effects of colonization. It's useful to be challenged on how we think and act rather than just paying lip service to these issues. Also, some useful resources were suggested, which is always great. (Te Tiriti o Waitangi: A visual history, October)

"This course was a REVELATION ... I SO APPRECIATED THIS WORKSHOP. SUPER - INSPIRING AND RELEVANT, and I know A LOT about the subject focus - but Christina - Well she brought NEW KNOWLEDGE and most importantly stimulated and excited us." (Te Tiriti o Waitangi - A visual history, May).

"I will speak to my managers as I think all academic staff ... need to do your course. Thank you, it was so engaging and thought provoking." (Addressing Racism in Tertiary Education, May).

Growing popularity for our online Communities of Practice

↑ **1,322 CoP MEMBERS**



At Ako Aotearoa, we place a lot of importance in the relationship building and sharing of valuable teaching and learning information that takes place in our online Communities of Practice (CoP).

This year the combined CoP memberships increased by 15% compared with the previous year (from 1,150 in 2021 to 1,322 in 2022):

- **Manako CoP** – a 10% increase in members to this CoP (from 446 in 2021 to 491 in 2022). Members contribute to and are offered free webinars on a broad range of valued topics.
- **Neurodiversity CoP** – a 41% increase in members for 2022 (from 262 in 2021 to 369). This CoP is enjoying a surge of new members and interest is growing fast around this important topic.
- **Online together: NZ Tertiary** – a small increase to 462 (442 in 2021) members. Established in 2020 to support the sector during Covid-19 lockdown, this site has ongoing value.

Go to page 73 in the Manako section to find out more about their CoP activities.

Digital badging valued by participants

This year, **964** badges were awarded to educators who developed their Pacific and/or Māori cultural capabilities and Language, Literacy and Numeracy skills (see Figure 7 below). This represents a 97% increase on the previous year when 490 digital badges were awarded. Our Manako professional learning and development programme utilises digital badging for recognising and rewarding tertiary educators for their learning and professional development achievements.

The workshop “Introduction to the Pacific Cultural Centredness Pathway” was the top-performing workshop of 2022, with digital badges awarded to 331 participants.

Digital badges are gaining popularity in today’s e-learning environment. They are a significant feature within the credentialling industry because they are secure and verifiable digital credentials that recognise learners’ continuing educational and professional development experiences. Participants can use Ako Aotearoa’s digital badges to exhibit verified skills and expertise in their teaching and learning contexts, be more differentiated in the sector by showcasing their skills in a cutting-edge savvy manner, and also digitally record and share their achievements with wider social and professional networks online.



Figure 7



Supporting Māori success



Tuia Te Ako HUI IPURANGI

Theme: Tuia Te Reo ki te Mātauranga

51 PRESENTERS

DAY ONE
395 ATTENDEES **↑72**
DAY TWO
232 ATTENDEES **FROM 2021**

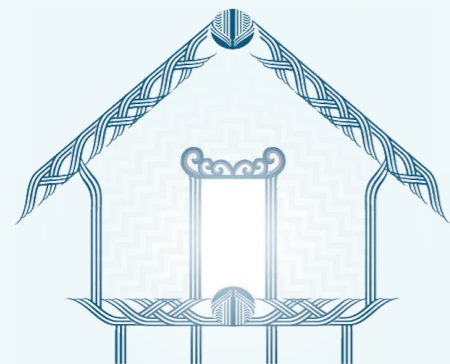
f LIVE **2,700 DAY 1**
537 DAY 2



364 ATTENDEES



**TE TIRITI O WAITANGI
– A VISUAL HISTORY**
(continued demand)



**TE PĀTAKA MĀTAURANGA
MĀORI**

1,530 **3,306**

FIRST MONTH VIEWS  JUNE - DEC VIEWS 

(unique page views)

launched 23 June 2022
on Ako Aotearoa website



**Te Whatu
Kairangi**

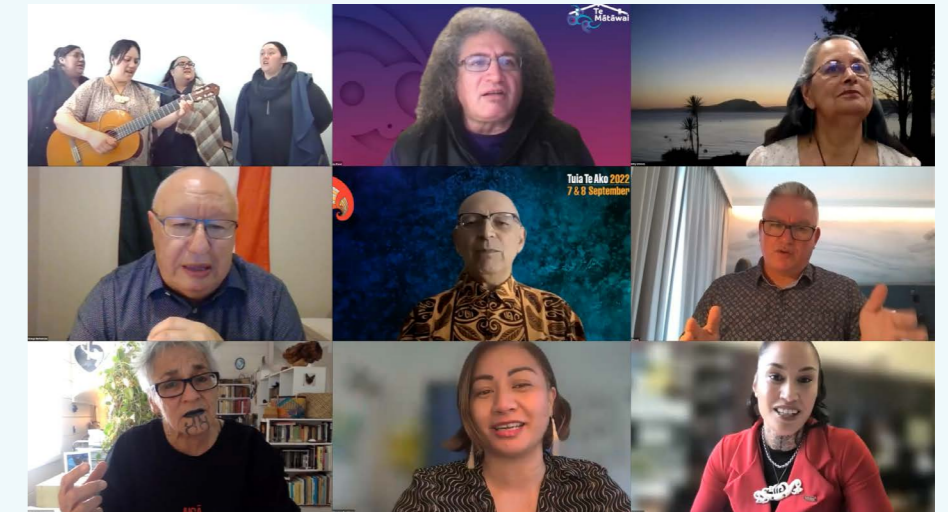
Aotearoa Tertiary
Educator Awards
2022

**Online launch
CEREMONY**
24 February 2022

2 KAUPAPA 
MĀORI AWARDEES

He hāpai akoranga Māori kia angitu ai te ākonga – Supporting Māori teaching and learning success

Tuia Te Ako hui Ipurangi
Theme – Tuia Te Reo ki te Mātauranga



In 2020/21 we moved Tuia Te Ako online, and due to ongoing Covid 19 challenges, we kept this approach for 2022, as a two-day format. Ako Aotearoa's Te Runanga Māori had two key drivers for measuring the success of this event: reducing barriers to access so that more people could attend the event, and widening the reach to connect with Māori communities. This was successfully achieved with the support of Radio Kahungunu broadcasting to the iwi radio network through Te Hiku Media's Whare Kōrero app.

This approach meant that Tuia Te Ako 2022 has been the most successful hui for Ako Aotearoa to date.



ATTENDEES DAY ONE
395

ATTENDEES DAY TWO
232

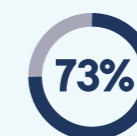


DAY ONE
2,700

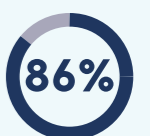
DAY TWO
537



DAY 1
HUI QUALITY RATING
VERY HIGH TO
EXTREMELY HIGH



DAY 2
HUI QUALITY RATING
VERY HIGH TO
EXTREMELY HIGH



The theme was based around the 50th anniversary of the Te Reo Māori Petition and the hikoi that presented it to parliament on 14 September 1972. The two-day programme was divided into two sub-themes:

Day 1 – He Hākari Reo (a celebration of Māori language)
 Day 2 – He Hākari Tikanga (a celebration of Māori values)

We were honoured to have contributions from an exceptional range of over 50 leading Māori te reo specialists, politicians, educators, researchers, student representatives and organisational leaders. We were also grateful for the support from our sponsors – Te Taura Whiri i te reo Māori, Te Māngai Pāho and Te Aho a Maui | EIT | Te Pūkenga.

The Honourable Kelvin Davis opened the conference and spoke of government policies around Te Reo Māori and Māori learners. There were also presentations by the Hon Marama Davidson and Teānau Tuiono of the Green Party and Rāwiri Waititi of Te Pāti Māori. Paora Ammunson (Deputy CE, Tertiary Education Commission) opened Day 2 and spoke of Te Ōritetanga (equity) and other matters of relevance to Māori learners. Professor Meihana Durie, Deputy Vice-Chancellor Māori at Massey University, closed the conference.

Senior managers from Te Pūkenga (Ana Morrison) and from the six Ohu Mahi/Workforce Development Councils gave presentations on Day 2, while Māori learner voice was represented by Kyla Campbell-Kamariera, Tumuaiki (President) of Te Mana Ākonga, the National Māori Students' Association.

Tuia Te Ako attendee feedback

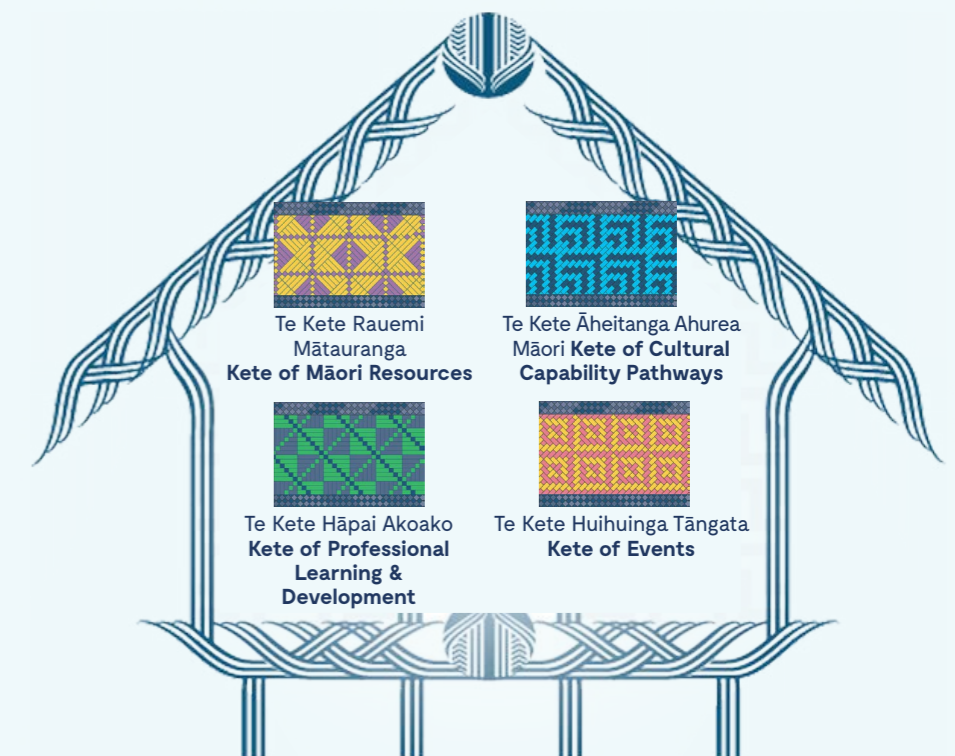
Any suggestions for educational authorities to improve the situation for Māori tertiary learners, particularly in terms of Crown obligations to Māori under Te Tiriti o Waitangi? Below are a few of their responses:

- More integration at all levels.
- To do the mahi needed – there's been a lot of great korero, great ideas, they just need the right people to put it into action.
- Develop and or implement Te Ao Māori, Te Tiriti o Waitangi, and Māori Cultural Capabilities in your organisation.
- Let's establish an entity similar to Te Aka Whai Ora for education.
- Keep on keeping on – I think Ako Aotearoa are one of the leaders in this space.
- Hire more Māori academic staff and continue to work on ensuring tertiary spaces become more Māori centred.
- The only thing hoha was the technical difficulties at the beginning of day one. Otherwise tino miharo!!!! I cried, I got angry, it was joyful. That is how a workshop of mana should be!!!

The following Ako Aotearoa Kaupapa Māori research projects featured in the Day 2 programme:

- [Tū Te Ngana Hau | The Breath of Endeavour](#) – Matiu Julian, Marianne Farrell and Tiara Ranginui
- [Ka Nanakia hoki ki te Numeracy](#) – Better than before! – Dr Pania Te Maro and Liza Kohunui
- Kaikaikaroro – Hannah Simmonds
- [Huakina ngā tatau o tōku whare](#) – Maria Ngawati
- [Weaving the Mat: Data informed initiatives to enhance Māori and Pacific student achievement](#) – Dr Sarah-Jane Tiakiwai and Dr Keakaokawai Varner Hemi

Te Pātaka Mātauranga Māori | Storehouse of Māori Knowledge



Launched on 23 June the creation of our Te Pātaka Mātauranga Māori on the Ako Aotearoa website was an exciting milestone for us. The online ceremony coincided with the rise of Matariki, the star system celebrating the start of the Māori New Year.

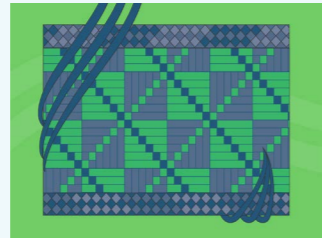
Te Pātaka Mātauranga Māori showcases relevant content on our website where those seeking free resources and information relating to Mātauranga Māori can be welcomed. The Pātaka gives visitors access to this growing body of resources and tools arranged within four kete; each offering different ways to build cultural capability in tertiary education and beyond.



Te Kete Rauemi
Mātauranga
Kete of Māori Resources



Te Kete Āheitanga Ahurea
Māori
Kete of Cultural
Capability Pathways



Te Kete Hāpai Akoako
Kete of Professional
Learning
& Development



Te Kete Huihuinga
Tāngata
Kete of Events

Its development was led by Dr Joseph Te Rito, Deputy Director Māori, and Dr Mei Winitana, Kaiwhakahaere Māori for Ako Aotearoa. We are very grateful to Len Hetet for the Māori visual design, Foundry Creative for additional design elements and Haunt Digital for the build.

We are delighted with the level of engagement from visitors since the pages went live in June, captured in Figure 8 below.

TE PĀTAKA MĀTAURANGA MĀORI



Figure 8: Engagement stats for Te Pātaka Mātauranga Māori web pages prior to launch

Success story

Increasing demand for our Te Tiriti in tertiary workshops

We created our “Te Tiriti o Waitangi – a Visual History” workshop to realise the Tertiary Education Strategy’s goal of establishing an education system that honours Te Tiriti o Waitangi. Deputy Director Māori, Dr Joseph Te Rito, describes it as perhaps “our most important professional development activity”. He believes that by exposing tertiary educators to the actual text of this foundational document of Aotearoa, they can better support their Māori learners with “open minds and hearts”.

Participants have used words like “engaging”, “informative” and “galvanising” to describe the impact the workshop has had on them.

The workshop was developed and trialled in 2019. Heather Came from AUT delivered the workshop in May 2020 to all Ako Aotearoa staff and with increased promotion since then, its popularity has continued to grow (see Figure 9 below) – 356 people attended the workshop in 2021, and a further 364 in 2022 (169 – inhouse and 195 – online).

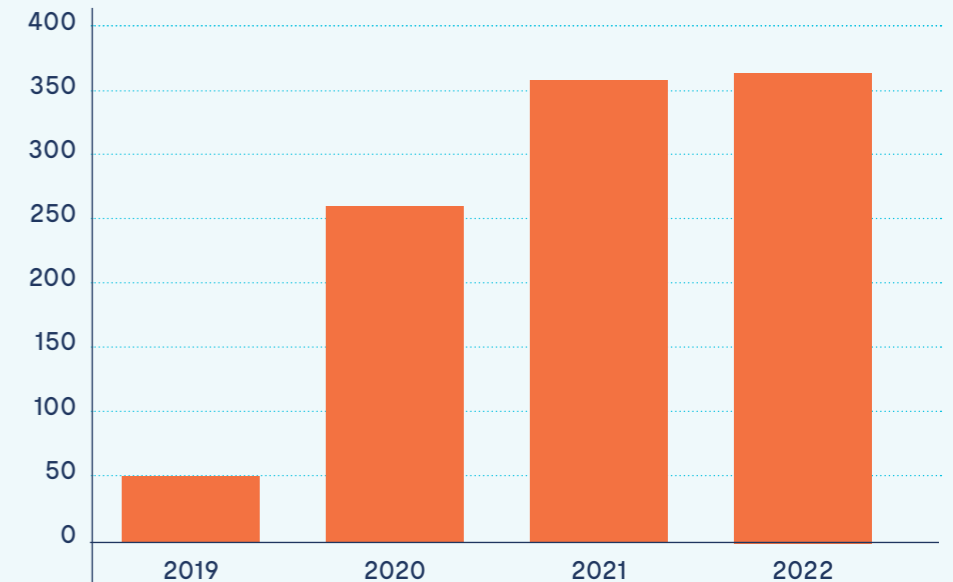


Figure 9: Te Tiriti o Waitangi – A Visual History, workshop attendees over time

The growing demand for this workshop has been underpinned by the Government’s increased expectations of tertiary organisations to enhance their cultural capability and improve outcomes for Māori learners. We expanded the facilitator cohort in 2022 to ensure we could respond to demand. Catherine Delahunty and Christine Herzog,

along with Daniel Tāwhai (Ngāti Porou and Ngāti Uepohatu) who leads the workshop for Māori-only, have a wealth of experience as Treaty educators and as tertiary educators.

Catherine Delahunty believes as educators become more knowledgeable about Te Tiriti “they will become champions for honouring it, by being willing to engage in structural change that supports rangatiratanga in more than words”.

For Christine Herzog, the research tells us that when educators change their practices to benefit Māori, it often has the effect of benefiting many others as well. “It narrows the gap, but everyone benefits. This is something that improves education for everybody.”



The workshop draws on content from the Treaty Resource Centre and the visual teaching guide – The Treaty of Waitangi (partial cover pictured above) by Toby Morris (well-known for his illustration work for The Spinoff), with Ross Calman and Mark Derby.

Learning and un-learning

The workshop’s format is designed to introduce educators, managers, and support staff to the contents of the Agreement. It demonstrates what upholding Te Tiriti means in education today and offers a safe space for people to explore what that means for their own teaching and learning context.

Participants learn to challenge their preconceptions, acknowledge a range of perspectives, and consider how this one-page document from 1840 is relevant to adult learners today. Heather explains that “We should expect equitable representation, but also an equitable number of graduates. Educators have a responsibility to achieve these outcomes, but it’s also the right thing to do”.

Participant feedback

“This course was informative, engaging and galvanising... I plan to encourage our team to take part in your upcoming course about applications for Te tiriti in management of organisations. Thank you for an excellent course and foundation for building further practical knowledge.”

“As a Pākehā, to sit and listen to the story of our land was deeply impactful. It is a history that needs to be taught and carried with us all.”

“Really enjoyed the workshop, thank you. Great overall background knowledge of Te Tiriti o Waitangi and has given me things to really think about both personally and professionally.”

Further development

The growing demand for this workshop has led Ako Aotearoa to expand our offering of Treaty-centred professional development. Topics such as “Addressing Racism in Tertiary Education” and “Te Tiriti for Organisational Management” courses focus on further application of the ideas introduced in this workshop. These entered the programme this year and demand for them is steadily increasing.

Māori Cultural Capability (MCC) Online Courses

In July, we launched the new MCC Online Courses through Pathways Awarua. The courses are based on the four Values as presented on the Pathways Awarua platform – Ako, Manaakitanga, Rangatiratanga and Whanaungatanga.

As well as increasing cultural awareness of Māori knowledge, values, and indigenous learning-teaching methodologies, each course contains kōwae/modules of multi-media activities to engage in.

Sixty-four people have signed up for these courses so far with 25 achieving their digital badge to date. The rest are still working through the modules, and many have negotiated time extensions. Unlike higher level NZQA courses, these courses provide much more flexibility in catering for the study needs of the learner.

An Ako Aotearoa digital badge is awarded on completion of the assessment task, which has been added as a special feature based on the reflective practice of the participant. This has proven to be a powerful tool for actual practice change for educators and other practitioners alike.

Participant feedback

Response from participants has been overwhelmingly positive. Two examples of impact and authentic practice change are shown below:

Virginia Watson, Director, Dive Otago - 'Ako Course'



“The ‘Ako online Course’ reinforced our decision to adapt the Te Whare Tapa Whā model (Durie, 1985) as a self-assessment tool for learner divers. Covid 19 had prevented water time for the frustrated divers, so we sought ways to focus on their well-being and to help maintain their learning momentum. To follow up, the learners submitted a short video about why they wanted to be a dive instructor, and this was enough to maintain their energy and desire to complete the course.”

Erana Fussell, Academic Learning Advisor - 'Manaakitanga Course'

“Even though the content was mostly familiar, some of the whakaaro and applications were different to what I have seen before, which was quite refreshing. The mana module, in particular, really opened my eyes. I now cannot “unsee” some situations as disrespecting mana when I previously might have framed them differently, with kaimahi and ākongā alike. The Peter Ellis case sprang to mind during that wāhanga, with the argument that lawyer Natalie Coates presented about the damage to the mana of Ellis (posthumously) and his whānau. The opportunity for reflection was also very much appreciated.”

We opted for a staggered roll-out of these courses: July 2022 for the Ako Course, October 2022 for the Manaakitanga Course, February 2023 for the Rangatiratanga Course and April 2023 for the Whanaungatanga Course. While refreshing the format and updating the cultural content of the modules, we have also initiated a review of these courses.

Dr Mei Winitana, Ako Aotearoa's Kaiwhakahaere Māori/Manager of Māori Cultural Capability oversees the MCC Courses.

Iwi engagements throughout 2022

- Member of the Hineuru Iwi Trust - Education and Training committee to assist in creating a workplan, budget, policy document, and set up of education and training grants.
- Discussions with Maungaharuru Tangitū Iwi trust about iwi education grants, and promotion of Ako Aotearoa.
- Networking with Te Rūnanga o Ngāti Whare Trust and Te Rūnanga o Ngāti Manawa Trust about whakapapa, and tribal priorities for education and training, and promotion of Ako Aotearoa.
- Discussions with Te Mātāwai about whakapapa, possible funding, and information-sharing.
- Several tribal wānanga to share information about the new ROVE structures.
- Discussions with Māori members of parliament (Hon Kiri Allen and Hon Rawiri Waititi) about Ako Aotearoa and our work.
- Contact made with Te Ātiawa o Te Waka-a-Māui Trust in Picton/Waikawa to reconnect whakapapa and talk education and training, possible visit next year.

Sector engagements

- Part of an online discussion about 'formal and informal learning' in te Ao Māori with the Muka Tangata Workforce Development Council (WDC).
- Discussions with Garyth Arego-Kemp from Waihanga Ara Rau WDC relating to support for a Construction + Building Company.
- Discussions with Matiu Julian from Primary Industry Training Organisation (PITO) | Te Pūkenga about current transition arrangements for PITO, a shared research project, and Māori engagements in the vocational sector.
- Māori Engagement Group from ITENZ for networking.
- Several discussions with Mereana Parkinson from Ōpōtiki Resource Teacher Learning and Behaviour service about neurodiverse adults.



Supporting Pacific learner success

**TE WHATU
KAIRANGI**
NEW PACIFIC AWARD
LE MUA MOANA
developed for **2023**

179  *te toi pūkenga*

CAREER FORCE
staff attended our workshop
Introduction to the
**Pacific Cultural
Centredness Pathway**

 **4 PACIFIC**
SCHOLARSHIPS
awarded for
PROFESSIONAL DEVELOPMENT

212
participants in
**PACIFIC
PLD 2022**

 **240%** ON
INCREASE **2021**

**355 DIGITAL
BADGES**
 awarded for
**PLD COURSE
completion**

 **500%** ON
INCREASE **2021**

Supporting Pacific educator and learner success

Te Whatu Kairangi – new Pacific Award launched for 2023



Le Moana Mua

At the APSTE Fono in December, our Pacific team, Pale Sauni and Saylene Ulberg, announced the exciting new Le Moana Mua Pacific Award that will join our national Te Whatu Kairangi | Aotearoa Tertiary Educator Awards in 2023.

Le Moana Mua aims to champion phenomenal Pacific educators and trainers across the tertiary community in Aotearoa who are doing great things to support their learners, colleagues and organisations in their day-to-day teaching practice. Successful Pacific nominees will join the existing phenomenal cohort of Pacific educators already acknowledged through the awards. Le Moana Mua sends a strong message about the importance and value the sector places on its Pacific educators.

Other changes to the Te Whatu Kairangi criteria this year included revisions to the Groups award for 2023. This will also provide a great opportunity for Pacific people who work together to be nominated for making a positive collective impact through their teaching practice within a department or organisation.

All information at: <https://ako.ac.nz/programmes-and-services/te-whatu-kairangi/>

(Image: Past Pacific awardees of Te Whatu Kairangi (known previously as Tertiary Teaching Excellence Awards). Top, left to right: Kamuka Pati, Unitec (2013); Fa'afetai Sopoaga, University of Otago (2018); Latika Samalia, University of Otago (2021). Lower, left to right: Marcia Leenen-Young, University of Auckland and Patrick Vakaoti, University of Otago (both 2022).

Pacific PLD – building Pacific Cultural Centredness

Our Pacific courses continue to be in high demand. We delivered two public Pacific courses in this reporting period, two in-house courses, and two webinars.

In December, our Pacific team – Pale Sauni and Saylene Ulberg – started a programme of work with Competenz to raise staff capability on Pacific Cultural Centredness. A total of 57 Competenz staff attended these sessions, with further staff cohorts scheduled for this training in 2023.

Competenz participant feedback:

“... the facilitators were amazing. The workshop was insightful and engaging the whole way through.”

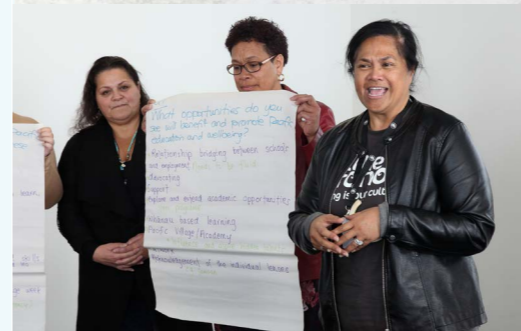
“What I found useful were the group discussions around what is and isn't culturally appropriate from a Pacific viewpoint.”

Supporting Careerforce's Pacific initiative

We have also been working with Careerforce to build capability in Pacific Cultural Centredness amongst its staff working at various levels across the organisation. A total of 151 Pacific badges were awarded for the “Introduction to Pacific Cultural Centredness Pathway” workshop and this approach has been highly successful in supporting Careerforce's Pacific Strategy: Ala Moni. The organisation wanted its PLD to focus on Te Pūkenga's cultural capability priority and they moved proactively to provide support and PLD to their staff in preparation for this.

Pacific stakeholders and sector forums – some highlights

- **Dawn Raids community project** – Ministry of Pacific Peoples' initiative relating to the stories of Pacific people and the healing process in the community. Pale Sauni and Saylene Ulberg facilitated this successful community workshop on July 5th, which was attended by 40 community members including MOE Pacific – Yvette Guttenbiel.
- **Te Pūkenga Pacific Special Interest Group** – This is an ongoing relationship with Aiono Manu Fa'aea, who is instrumental in developing Te Pūkenga's Pacific Strategy. Her focus is on Pacific equity and cultural capability.



Images of participants at the Le Niu 2021 workshops in Te Hiku and Te Tai Tokerau

Success story

Le Niu Northland community project

In September, Malatest International shared their evaluation of the Pacific projects undertaken through Round 1 of the Ministry of Education's Pacific Education Innovation Fund¹. Our Le Niu project with Pacific peoples in Te Hiku (Kaitaia) and Te Tai Tokerau (Whangārei) was part of that initiative and attracted 40 people; Pacific community leaders from community organisations and NGOs, schools and education providers, and government representatives.

We highlighted the success of these events later that year on pages 43-44 of the [Ako Aotearoa 2021 Annual Report](#). It is extremely pleasing that Malatest International's subsequent independent evaluation identified how Le Niu made a difference to the attendees and their groups.

“Le Niu provided a space for Pacific leaders to collectively identify the needs of Pacific communities.”

Malatest reported that the workshops not only increased Pacific leaders understanding of roles and services available to support their communities, but also provided the following:

- Increased resources and access to services that support the needs of Pacific communities.
- A holistic approach to Pacific health and well-being.
- Enhanced relationships and connections with community members and services.
- Gave Pacific leaders an increased sense of inclusion and confidence to collaborate with other Pacific leaders/services.

Workshop attendee comments:

“What Le Niu has done has [resulted in] renewed hope and renewed motivation [for our Pacific communities]. (Community leader)

“[This work] was within the scope [of] education but out of all of that falls out these things that came through the community. The key message we got from Pacific people was, they have had to be resilient...”

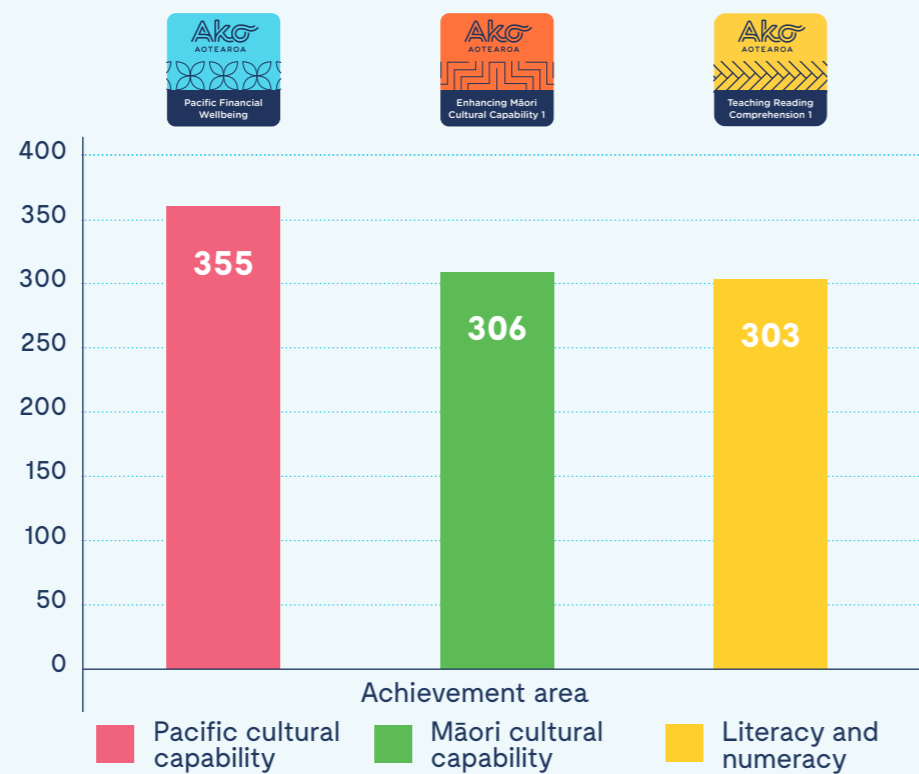
“There may be times when we can't make it but Ako Aotearoa can be the voice for us because they understand... We are lucky that [project personnel] comes here often so he understands and can be the voice for us up here.” (Community leader)

¹ The focus of the Fund was to “Work reciprocally with diverse Pacific communities to respond to unmet needs, with an initial focus on needs arising from the COVID-19 pandemic”.

Follow up workshops in both areas are planned for early 2023. See Appendix C on page 105 for the full Malatest International Evaluative Review of Le Niu 2021.

Digital Badging – celebrating learning achievements big and small

We are delighted to see the 500% increase in digital badges being awarded to people attending our Pacific PLD workshops and courses. The outstanding performer was the “Pacific Cultural Centredness Pathway” delivered by Pale Sauni and Saylene Ulberg. We see this workshop as an essential starting point for educators and support staff wanting to enhance their cultural capability.



Pacific PD Scholarships 2022



Each year, Ako Aotearoa offers a scholarship to Pacific staff working in tertiary education in New Zealand. The purpose of this scholarship is to support and build the leadership capability of Pacific staff for greater Pacific learner success. We were delighted to announce the 2022 recipients in December:

Dorcas Kayes (The Mind Lab)

Dorcas is the Postgraduate Director and facilitator of the Master of Contemporary Education at The Mind Lab in Auckland. Stemming from her belief that talanoa (a conversation or an exchange of ideas or thinking) is a crucial foundation for learning, Dorcas wishes to pursue a professional doctorate through a practical investigation in this topic area.

Talai Mapusua (Va'a o Tautai Centre for Pacific Health, University of Otago)

Talai is a Professional Practice Fellow and Academic Lead at the Va'a o Tautai Centre for Pacific Health in Otago. Talai wishes to explore the traditional practice of 'lalaga' (weaving of fine mats) in the Samoan culture and how this can reflect and symbolise research and teaching practice at the university.

Latesha Jane Luafalealo (Open Polytechnic)

Latesha leads the maintenance and continuous improvement of courses at Open Polytechnic. She is interested in attaining Management of Portfolios (MoP) and APMG International Change Management Foundation and Practitioner certifications to support her current role and future career development.

Image: Top left, Dorcas Kayes – The Mind Lab; top right, Talai Mapusua – University of Otago; lower left, Latesha Jane Luafalealo – Open Polytechnic, and lower right, Fe'ofa'aki 'A kakau Te'evale – Unitec.

Fe'ofa'aki 'A kakau Te'evale (Unitec)

Fe'ofa'aki is a Learner Outreach Project Advisor at Unitec, where she looks after the pastoral care of all students. She plans to develop her Language and Literacy knowledge by pursuing a Master of Applied Linguistics. She hopes to get involved in heritage language teaching and research at a tertiary level.

Pacific projects

Completed May 2022

Weaving the Mat | Data-informed initiatives to enhance Māori and Pacific student achievement.

Dr Sarah-Jane Tiakiwai and Dr Keakaokawai Varner Hemi, The University of Waikato



Image taken from project report cover.

Completed by mid-2022, this project aimed to develop new teaching and learning initiatives for Māori and Pacific students that were informed by a literature review, learner analytics, and student voice.

Intended outcomes included:

- Institutional capability to facilitate the educational success and fulfilment of Māori and Pacific students.
- Systems and processes for effective use of data and research that are scalable internally, and can be shared with other institutions.
- Contributions to knowledge about inclusive education at national and international levels.

In the midst of COVID-19, the project team developed two learner initiatives: Te Kāhui Pīrere for Māori students and the Imua Learner Leader Initiative for Pacific students. The main outputs are a series of teaching support videos where their students speak about success for themselves. [Visit the project page to download the report and video resources](#)

New

Three Pacific research projects have been identified for commissioning in 2023 through our “AARIA” research and innovation programme.

These include:

1. Le Niu Project – strengthening and supporting Pacific education pathways and communities – Clarke Tuagala and Saylene Ulberg
2. The effect of the Dawn Raids on education – Saylene Ulberg
3. Phenomenal Educators – Aiono Manu Fa’aea

APSTE Fono

Another tertiary group making the most of hosting a face-to-face event this year was the Association of Pasifika Staff in Tertiary Education. The topical theme “APSTE 2022 and beyond: It’s now or never” raised valuable discussion points for members around the urgent need for Pacific education in the face of the vocational review and ongoing impact of Covid-19.

Ako Aotearoa has a long-standing relationship with APSTE and values the important place it holds in the tertiary sector. We also provided sponsorship and our Director, Helen Lomax, although unable to attend in person, provided attendees with a video update on the work we are doing to support Pacific staff and learners across the sector through Le Moana Mua, the new standalone Pacific educator’s award launched at APSTE for Te Whatu Kairangi.

7

Adult Language, Literacy, Numeracy and Cultural Capability

DYSLEXIA-FRIENDLY QUALITY MARK  **FIRST AWARDS CEREMONY** 

7 organisations ACHIEVED DFQM in 2022

 **TAPATORU AKO PROFESSIONAL PRACTICE AWARDS** **3 organisations SIGNED UP in 2022**


COMMUNITY OF PRACTICE MEMBERS

491 MANAKO  **369 NEURO DIVERSITY**

 **1308**

PLD PARTICIPANTS
webinars, workshops, courses
in-house and online

 **UP 606 ON 2021** 

79% QUALITY  **88% VALUE**

MANAKO PLD ratings

RESPONSE RATE 16.9%

Supporting adult education, lifelong and lifewide – reducing barriers to learning for adult learners, educators, and organisations

From ALNACC to Manako – a new name for our foundation learning programme

We launched the new name of our programme in June/July and feedback from the sector has been phenomenal. Sourced from te ao Māori, Manako means ‘aspiration’ and ‘hope’. For the team it has a dual meaning; encompassing the two cultural concepts of Mana (prestige, authority, status, charisma) and Ako (learning and teaching). Our work is about learner-centred teaching, focused on respecting, valuing and embracing the Mana of our learners through Ako, the reciprocal process of teaching and learning.

White Paper

Ako Aotearoa’s Manako team [delivered a White Paper to the Minister of Education](#), Hon Chris Hipkins, in February. The aim was to alert him to urgent actions needed for building sector capability in foundation education. The paper describes the challenges faced by learners, educators and organisations in the foundation education sector.

We expressed our concern about the sector’s growing capability-building needs and proposed five urgent actions:

1. Support our call to reprioritise adult language, literacy and numeracy, and cultural capability as a national imperative, supported with policy from the Ministry of Education and funding from Vote Education.
2. Ask officials to develop a LLN implementation strategy, setting clear objectives and milestones, that builds on the previous 2015-2019 strategy.
3. Increase funding of key projects that help grow and further evolve services available to support the foundation education and training sector and build sector capability, including the ALNACC programme. For example, increasing professional development opportunities that build on the existing infrastructure, underpinned by the implementation of the Tapatoru framework.
4. Dedicate the Adult Literacy Educator Fund to organisations and educators committing to engage in professional development in LLN education and cultural capability.
5. Fund educator participation in professional development programmes supported with Ako Aotearoa digital badges. Note, these programmes are specifically designed to address immediate issues in the sector and have received overwhelmingly positive feedback from the sector.

In August, we received the Minister's acknowledgement and support for this work. This will lead to us working more closely with the Ministry of Education and Tertiary Education Commission to support the sector in achieving the Tertiary Education Strategy objectives and promoting learner success.

Productivity Commission inquiry

In April, the Productivity Commission invited us to help inform their inquiry "A fair chance for all: Breaking the disadvantage cycle", with a particular focus on breaking the disadvantage cycle for those with literacy needs.

We collaborated with a group of experts from the school sector in preparing a presentation for the Productivity Commission and delivered that in May. In addition, we [prepared a submission](#) to outline how low LLN skills can lead to people being trapped in persistent disadvantage, and discussed how effective national policy settings can help break the cycle of disadvantage and remove barriers to social and economic well-being.

The feedback we received from the Productivity Commission, and the school sector group, was highly positive. We hope our contribution will lead to constructive developments in this space.

Manako programme of PLD

In 2022, the Manako team delivered 78 workshops and courses with 1,308 attendees. This represents an 86% increase on 2021 figures (702 attendees).

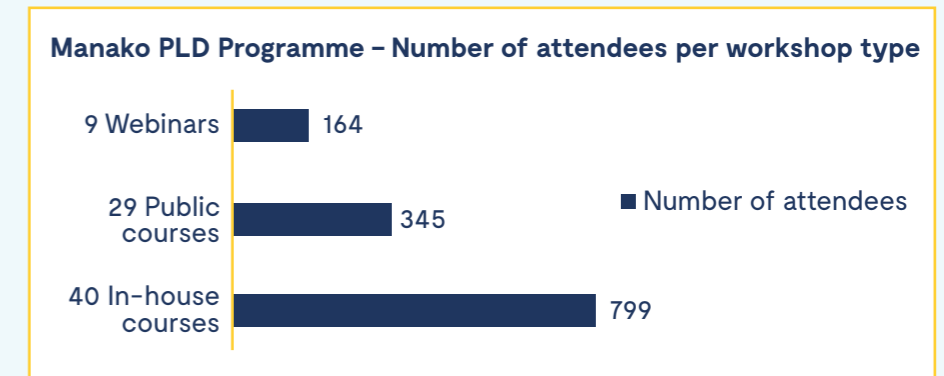


Figure 10 above shows Manako PLD attendees by event type.

Other sector PLD engagement and support

We also provided PLD this year to:

- Open Polytechnic
- NZ Red Cross
- Toitū te Waiora
- Southland Institute of Technology.

The Manako team also provides monthly support sessions for Te Wānanga o Aotearoa's Programme Development Team to help them embed LLN into their learning materials.

Communities of Practice (CoP)

Neurodiversity CoP – 369 members

We facilitated four hui for our members in 2022, which included discussions on the establishment of a Neurodiversity Coalition. This generated much interest, and we are currently following up on the feedback we received.

We also presented about the CoP at the Adult and Community Education conference in June, which led to an influx of new members.

Manako CoP – 491 members

This online space is also thriving. We delivered 9 free webinars to this group during the year. Since the start of our contract in June 2021, 100% of respondents have rated the quality of webinars as very high or high.

Success story

BCITO and Ako Aotearoa – working in partnership to improve literacy and numeracy capability

Our whole-organisation approach to working with BCITO over the past year and a half has provided us with a wonderful opportunity to develop resources and content that can easily be adapted for use across vocational contexts at other Te Pūkenga work-based learning subsidiaries.



(Image taken from the BCITO video clip)

The [success story](#) clip profiles BCITO's commitment to ongoing professional development and highlights our growing expertise in PLD support for work-based learning. (Image taken from the BCITO video clip).

We delivered a range of language, literacy, numeracy and cultural capability workshops and trainings with BCITO staff – drawing over 160 attendees, for example:

- LLN awareness training for the team supporting apprentices with onboarding on the BCITO digital learning platform.
- LLN – Developing professional practice.
- Learner Agency, Numeracy on the job.
- Supporting Pacific Learners (Pacific Cultural Centredness Pathway).
- Supporting Māori learners (Māori Cultural Capability Pathway).
- Literacy on the job.
- Embedding LLN into programme curricula and resources.
- Full-day workshop for the BCITO Literacy Support Network.
- Building their Māori and Pacific cultural capability.

BCITO employee feedback

“Certainly, with the stuff we are doing with Damon its at a level that the guys can actually relate to the real world and to the workplace, so it will grow the depth of being able to help them with their issue rather than working round their issue.” Tim Buxton, Learning and Development Lead

“Feedback from our field team has been overwhelmingly positive. All the team I have been dealing with at Ako Aotearoa have been amazing. They have a genuine interest and passion in helping people and making a difference in this space.” Leah Lacey, Learning Support Advisor

“Since taking the workshops of Ako Aotearoa, there has been a lot of tools I have been able to reimplement. It has broadened my scope and use of these tools...” Amargh Takuira, Training Advisor.

(Taken from the BCITO success video)

We also undertook:

- Development of a report for BCITO on mapping the literacy and numeracy demands of their resources.
- Employer Support Project, including working with Learning Designers to create storyboards and clips for employers.

Success story

Dyslexia-Friendly Quality Mark (DFQM) impact and rising popularity

Seven tertiary organisations were awarded the DFQM in 2022 – Kāpiti Youth Support, UCOL Horowhenua, Capital Training, Hagley Adult Literacy Centre, Ashburton Learning Centre, Edvance and the Invercargill Campus of Southern Institute of Technology | Te Pūkenga.

The DFQM acknowledges them for the outstanding work they are doing to support learners with dyslexia. It also sends a strong signal to learners with dyslexia that these organisations not only care about them but are well-equipped to support them towards achieving success in their studies.



Inaugural Online DFQM Awards Ceremony



Ako Aotearoa's Manako Programme Manager Annette van Lamoen and Dyslexia advocate and consultant Mike Styles led the first Dyslexia-Friendly Quality Mark Awards ceremony in July.

Sara Williams from the Tertiary Education Commission described how good it was to see the DFQM having so much impact.

“When we hear comments from learners that they had never been seen before, or never had support with their dyslexia, or didn't know they had dyslexia – we know that that is going to completely change their learning journey,” she commented.

“It will also change how they feel about themselves in relation to literacy and probably really improve their life outcomes. So, we need to really hold fast, and never underate the value of this work,” she added.

Jordan, a social worker at Kāpiti Youth Support, spoke during the organisation's acceptance speech.

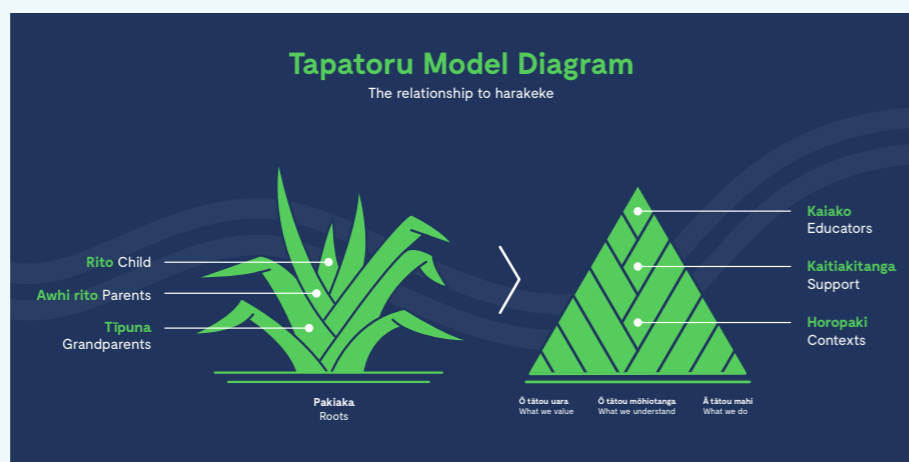
“The DFQM has been massive for us in acknowledging that dyslexia is everywhere. We've now referred on eight young people, who we would have never considered having dyslexia, to get screened through their schools. That's been amazing.”

Southern Institute of Technology | Te Pūkenga achieved the DFQM at its Invercargill Campus later in the year, and a further five organisations registered for the September intake. We are currently supporting 11 organisations through the DFQM process.

Being awarded the DFQM marks the peak of the dyslexia-friendly journey for these seven successful organisations. The initiative's popularity means we will continue to hold the DFQM Awards Ceremony annually to celebrate the awesome achievement of education organisations supporting dyslexic learners around Aotearoa.

Tapatoru – Ako Professional Practice Award

Our professional development framework, reflective practice tool, and whole-organisation approach to capability building



This year, Te Mahi Ako/Skills Active, Skills4Work and White Cliffe College became the first three tertiary organisations to register for the Tapatoru Ako Professional Practice Award. We previously ran a highly successful pilot with a range of other organisations in 2021.

Work underway with these organisations included:

- 41 staff.
- 48 Tapatoru sessions delivered across the three cohorts.
- Course components include “What is Tapatoru”, “Planning your PLD”, “Unpacking your values”, “Embedding Literacy and Numeracy”, and “Māori Cultural Capability”.
- Modules to introduce Pasifika Cultural Capability and Neurodiversity are currently being developed.

Tapatoru participant feedback

Initial feedback is very positive. What organisations appreciate is the tailored approach to capability building and the personal guidance, support and expertise of our facilitators, Graeme Smith and Annette Tofaeono.



A robust impact evaluation process will take place as soon as the current cohorts complete, but feedback so far indicates the positive impact the Tapatoru framework and tool is having on educators and organisations:



Other activities throughout the year included:

- Information sessions, enews articles, social media channels and our Communities of Practice (CoPs).
- Conference/event presentations on Tapatoru generated much interest, e.g., ITENZ conference in October.
- Collaboration with EdTech on an AARIA Manako project to create a digital Tapatoru Planner Tool. Educators can use the Planning Tool to design their individual professional learning pathway.

Digital Literacy Educator Pathway online

In October, we launched two professional development modules on digital literacy as part of a new Digital Literacy Educator Pathway on Pathways Awarua. Fifty-eight people accessed the pathway in the first three weeks of its release. We will offer a digital literacy webinar to complement these resources in the new year.

Two commissioned AARIA Manako projects on digital literacy are underway:

Project 1: An investigation with BCITO to identify the digital literacy barriers and challenges of apprentices.

Project 2: Scoping the development of a Digital Literacies Framework. Once developed, this tool will complement the Learning Progressions Framework and create opportunities for:

- benchmarking individual digital literacy skills
- mapping digital skill requirements for education and training
- enabling a tailored approach to learning and teaching for particular needs



- having a means to describe digital literacies relevant to the workplace and employment
- targeting initiatives to the needs of Tertiary Education Strategy (TES) priority learners and targeting defined areas to enable digital inclusion.

Sector stakeholder key events and advisory work

NZ Work Research Institute workshop – August

Participation in the Wellington workshop on critically exploring the nature of learner-centredness in literacy and skills development. As Advisory Group members, we continue to engage with the research team on their project, 'Expression, Experience and Transcendence of low skills in Aotearoa New Zealand'.

Manako programme stakeholder workshops – 25 November

The third in our series on supporting foundation educator professional learning and development in the NZ tertiary sector. The workshop included key participants from NZCER, TEC, MoE, Te Pūkenga, NZQA, the NZ Work Research Institute and the Workforce Development Councils. We explored how creative, flexible and responsive options for foundation educators could be encouraged, recognised and facilitated, and discussed the place of smaller bits of learning, including digital badges and micro-credentials.

Strategic Government agency workshop – November

A further combined workshop with the TEC and MoE on key strategic and funding questions and ways forward.

Netsafe presentation

During July's NetSafety Week 2022, our Manako Programme team members Annette van Lamoen and Graeme Smith joined with Mike Styles to deliver an online presentation about our neurodiversity Community of Practice, the Dyslexia-Friendly Quality Mark and digital literacy.

Sector stakeholder key events and advisory work

FABENZ	Currently represented on Foundation and Bridging Educators NZ executive. Attended hui on workloads, well-being and neurodiversity. Reported to membership on key Manako activity.
Dyslexia Institute UK	Meeting about DFQM and the Empowerment Passport.
NZQA	Prepared and submitted feedback about NZQA rules on micro-credentials. Meetings with moderators to provide advice on interpretation of US 26627 and consistency of moderation decisions.
MoE	Prepared submission about proposed changes to the Adult Literacy Educator (ALE) Fund.
Te Pūkenga	Submissions made about the development of Te Pūkenga's Ako framework. Meeting with Kirstin Te Wao, Michelle Sheehan and Grant Cleland about the Manako programme and we prepared an overview for them of relevant offerings.
Hineuru Iwi Trust	Advisory for Education and Training committee on trends in the vocational sector and strategic planning.
Tawharau Homes	Advisory with employer, Jayden Thompson, about Tuakana Teina research project.
LLN CoP	Ongoing engagement with group convenor and members.
BCITO	Ongoing discussions on micro-credentials and Tuakana Teina research project.
Toitū Te Waiora WDC	Ongoing engagement about Skills Standards development.
Various associations involved with neurodiversity	We have facilitated the development of a working group aimed at establishing a Neurodiversity Coalition to support key work needed in education, work and other domains.



Financials and Confirmation of Audit



Income & Expenditure Statement Ako Aotearoa

As at 31 December 2022

		Full Year Actual	Full Year Budget	Full Year Revised Forecast
Income				
TEC Payments – CoreContract		3,556,000	3,556,000	3,556,000
TEC Payments – Adult Literacy Numeracy & Cultural Capability (ALNACC)		1,150,000	1,150,000	1,150,000
TEC Payment – Te Whatu Kairangi Scholarships		200,000	200,000	200,000
Interest Income		68,907	7,353	41,071
Other Income		214,628	267,080	237,243
Sponsorship		23,000	90,000	28,845
Total Income		5,212,535	5,270,433	5,213,159
Expenditure				
Staff Related Costs	1	2,229,881	2,386,071	2,242,972
Asset Related Costs		8,911	8,721	8,912
Overheads/Administration		290,931	472,524	485,611
Other Direct Costs				
Contracted Services	2	739,275	937,349	933,000
Research Project Funding	3	13,570	500,000	500,000
Scholarships		189,649	220,000	220,000
Sponsorships		55,625	39,000	33,500
Other Direct Costs		251,492	428,696	-214,793
Total Other Direct Costs		1,249,611	2,125,045	1,471,707
Total Expenditure		3,779,334	4,992,361	4,209,202
Surplus		1,433,201	278,072	1,003,957

Notes:

1. Includes salaries, accrued leave, superannuation, ACC, contract labour
2. Includes Governance, website & development, TWK & Panel, PLD
3. Research Projects

Ako Aotearoa Statement of Movements in Equity

As at 31 December 2022

	Actual FY 2022	Actual FY 2021	Budget FY 2023
Opening Equity Balance 31 December 2021	2,725,472	1,057,172	4,158,673
Surplus as at 31 December 2022	1,433,201	1,668,300	169,095
Closing Equity as at 31 December 2022	4,158,673	2,725,472	4,327,768

Notes

1. In 2021, the provision of a balance sheet was discussed with Massey Finance who advised that under the host arrangement/MoU Ako Aotearoa has with Massey it is not possible to provide a separate internal balance sheet as we are not a separate legal entity, do not own any fixed assets, with Massey responsible for our financial performance and position. Manufacturing a balance sheet is therefore not appropriate. The provision of an income and expenditure statement that also contains revised full year forecasting is the key report to be gauging how Ako Aotearoa is performing financially. This is the financial treatment applied to other non-legal entities hosted by Massey. In addition, a Statement of Movements in Equity is created by Massey Finance and the Ako Aotearoa National Business Manager and will be based on the fiscal year end result to 31 December.

Confirmation of Audit



1 May 2023

Helen Lomax
Ako Aotearoa
National Centre for Tertiary Teaching Excellence
National Office
P.O. Box 756
Wellington
6140

Dear Ms. Lomax

RE: 2022 Annual Accounts

I can confirm that that Massey University's financial statements have been audited by Audit New Zealand and that the scope of the audit covers the National Centre for Tertiary Teaching Excellence to the extent they form part of Massey University's financial transactions for the year ended 31 December 2022. As part of the audit no issues were brought to our attention in respect of the accounts for the National Centre for Tertiary Teaching Excellence.

Yours sincerely

Carolyn Dimond
Chief Financial Officer

Chief Financial Officer - Finance, University Services
PO Box 11222 | Palmerston North 4442 | New Zealand
T +64 6 350 5701 | www.massey.ac.nz



Appendices

Appendix A

PLD programme 2022

Professional Learning and Development Public Schedule



Online Professional Learning and Development (PLD)

Supporting your drive for good teaching practice
and greater success for learners



Public Courses and Workshops 2022

KEY TO SCHEDULE

(#,#) = multi-session course

= one-off workshop

• New workshops

Title	Facilitator	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Supporting Māori learner success													
TE TIRITI O WAITANGI AND KAUPAPA MĀORI OFFERINGS													
Te Tiriti o Waitangi A visual history (for non-Māori) A brief visual history of Te Tiriti o Waitangi for beginners, including an overview of events, the consequences of colonisation, and Tiriti-related policy in the tertiary education sector.	Christine Herzog Catherine Delahunty	26	16	11	20	11	15	21	19	19	18	16	2
Te Tiriti o Waitangi A visual history (for Māori only) A brief visual history of Te Tiriti o Waitangi for beginners, including an overview of events, the consequences of colonisation, and Tiriti-related policy in the tertiary education sector.	Daniel Tawhai						13	20			7		
Addressing racism in tertiary education • An introduction to racism in the tertiary education sector, this course defines types of racism and provides a tertiary education organisation self-audit tool, along with suggestions for a personal strategy.	Christine Herzog Catherine Delahunty		10			6			2				
Applying equity in tertiary education • This course will explore approaches to addressing equity issues in the tertiary education sector to enable participants to create a personal strategy for addressing an equity issue.	Christine Herzog Catherine Delahunty			3			10			2			
Te Tiriti for organisational management • Identify strategies associated with Te Tiriti o Waitangi relevant to individual participants from within the tertiary education sector, their particular role, and a plan for implementation of a relevant strategy.	Christine Herzog			17			27			16			
BUILDING MĀORI CULTURAL CAPABILITY INDEPENDENT ONLINE LEARNING ON PATHWAYS AWARUA													
Ako Pathway • This independent, self-paced study by registered participants examines four kōwae/modules of work related to the Māori concept of 'Ako' (learning and teaching).	Liza Kohunui Dr Mei Winitana							1 Jul					
Manaakitanga Pathway • This independent, self-paced study by registered participants examines three kōwae/modules of work related to the Māori concept of 'Manaakitanga' (enhancing the mana of others/hospitality).	Liza Kohunui Dr Mei Winitana										1 Oct		
Rangatiratanga Pathway • This independent, self-paced study by registered participants examines four kōwae/modules of work related to the Māori concept of 'Rangatiratanga' (power, authority and control).	Liza Kohunui Dr Mei Winitana												
Whanaungatanga Pathway (start 2023) • This independent, self-paced study by registered participants examines three kōwae/modules of work related to the Māori concept of 'Whanaungatanga' (relationships).	Liza Kohunui Dr Mei Winitana												
Supporting Māori learner success (under Adult Literacy, Numeracy and Cultural Capability)													
Applying Māori cultural capability Increase your awareness of Māori knowledge, values and teaching methodologies and learn how to apply these to your teaching context. Choose from a series of short workshops.	Liza Kohunui Dr Mei Winitana												
» Applying Ako in your practice				10									
» Applying Tuakana-Teina in your practice				24									
» Applying the Āta framework in your practice					7								
» Applying Te Whare Tapa Whā in your practice					21								
» Applying Whanaungatanga in your practice						6							
» Applying Manaakitanga in your practice						19							
» Applying Rangatiratanga in your practice							2						

Title	Facilitator	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Supporting Pacific learner success													
Introduction to the Pacific Cultural Centredness Pathway Gain greater understanding of the seven major Pacific nations in Aotearoa and an appreciation of the unique values that define each one.	Pale Sauni Saylene Ulberg				(14,28)								
Enhancing Pacific cultural capability Build on your learning from the 'Introduction to the Pacific Cultural Centredness Pathway'. This course helps you align your approach to each of the major Pacific nation groups.	Pale Sauni Saylene Ulberg								(11,25)				
Le Va Cultural social distancing Explore the meaning and importance of Le Va and why observing this is crucial for Pacific learning.	Pale Sauni Saylene Ulberg							(10,24)					
Financial wellbeing A Pacific Islands perspective Explore tools and strategies that you can share with your learners to help them make informed decisions about money and financial planning.	Pale Sauni Saylene Ulberg							(1,15)					
Lalaga le fala Pasefika Weaving cultural responsiveness to Pacific learners Gain greater understanding of Pacific perspectives and explore a research-informed tool designed to assist you to engage more meaningfully with your Pacific learners.	Ashalyna Noa Pauline Luafutu-Simpson Joeana Togiasso							(5,12, 19)		(13,20, 27)	(25, 1,8)		

Teaching strategies													
Level Up How to constantly improve your teaching A series of workshops and coaching sessions designed to help you engage and retain your learners.	Julia Bruce-Mayne	(20,27, 3)				(3,10, 17)				(12,19, 26)			
Co-operative learning A teacher's guide to working with groups Explore the essential elements of effective group work to promote participation, accountability and fair outcomes for students. The course also includes assessing group tasks.	Jill Clark					(5,12, 19)			(31, 7,14)				
Bullyproofing the learner experience A toolkit for educators Investigate the phenomenon of bullying in teaching and learning, and engage with some verbal tools to use in acute bullying situations.	Dr Althea Gamble			(15,22)					(9,16)			(15,22)	

Technology and online learning													
Engaging learners online Teaching through technology Explore and assess technology and resources that support enhanced teaching, learning and overall engagement.	James Oldfield		(17,24)		(4,11)		(16,23)		(4,11)		(19,26)		

Mentoring													
Mentoring in education Principles, practices and skills Learn more about effective mentor/mentee relationships to improve mutually supportive and interactive connections.	Dr Lesley Petersen			(24,31, 7)			(22,29, 6)				(28, 4,11)		
Leaders growing leaders Explore concepts of integration of theory and leadership practice that supports and develops purposeful and sustained leadership skills.	Dr Debbie Ryder Gwen Davitt				(12,19, 26)			(4,11, 18)			(6,13, 20)		

Assessment													
Effective assessment that supports learning Learn how to ensure students undertake valid, reliable, flexible and fair assessments using assessment design skills and NZQA's Qualities of Assessment.	Michael Few		(22, 1,8)			(2,9;16)					(25, 1,8)		

Title	Facilitator	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
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Literacy													
Essentials The what, how and why of teaching reading comprehension Explore effective reading comprehension strategies to transform your learners from passive to active readers.	Janet McHardy			(11,25)									
WordWise All you need to know about teaching decoding and spelling Discover the connection between decoding and spelling and learn how they can be taught at the same time.	Annette Tofaeono					(3,17)							
An introduction to dyslexia Supporting learners to achieve their potential Develop skills and knowledge to recognise and support learners with dyslexia, and other neurodiverse conditions, to achieve their potential.	Mike Styles			(9,16, 23)		(7,14, 21)			(1,8,15)		(7,14, 21)		
Reading Toolbox Teaching learners with dyslexia Learn how to support learners with dyslexia, and those with other reading difficulties, in their reading and writing development.	Annette van Lamoen Dr Sue Dymock								(2,16)				

Numeracy													
Numeracy Toolbox Developing number skills Develop your learners' number skills.	Dr Damon Whitten		(14,21, 28)										
Numeracy Toolbox Developing learners' fractions, decimals, percentages and proportional thinking Boost your confidence and ability to teach numeracy. This course is designed to make the hard stuff easy.	Dr Damon Whitten					(9,16, 23)							
Developing statistical and measurement skills Develop your skills in designing and delivering effective statistics and measurement activities.	Dr Damon Whitten								(9,16, 23)				

Literacy and numeracy development													
Literacy and Numeracy for Adults Assessment Tool (LNAAT) Gain an introduction to the Literacy and Numeracy for Adults Assessment Tool and the related Learning Progressions framework.	Dr Damon Whitten			(9,16, 23)									
Workplace LLN Developing professional practice Identify priority learning areas, use assessment results and design targeted instruction. You will cover a range of instructional approaches, activities and resources to support ongoing innovation.	Dr Damon Whitten				(8,22)								
Workplace LLN Extending professional practice Build on your learning from 'Developing Professional Practice'. You will develop assessment and planning processes as well as a range of instructional approaches, activities and resources.	Dr Damon Whitten									(7,21)			
Getting started Adult literacy and numeracy Learn the basics of teaching adult literacy and numeracy, including definitions, frameworks and factors that contribute to low adult learning outcomes.	Graeme Smith		(22, 1,8)										
Getting started Learner-centred teaching and cultural capability Learn the basics of learner-centred adult teaching including a Te Ao Māori worldview approach to expand your cultural capability	Graeme Smith					(17,24, 31)							
Getting started Mapping literacy and numeracy demands Learn how to map the literacy and numeracy demands of your training or education programme.	Graeme Smith								(2,9,16)				

Appendix B

Stakeholder Engagement Activity Jan-Dec 2022

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Adult Community Education (ACE)	ACE Aotearoa; Literacy Aotearoa; Red Cross; Ara Poutama Aotearoa Department of Corrections; Risingholme Learning; Skillwise; Canterbury Workers Educational Association (CWEA); Ako Tonu Aotearoa; ACE Community of Practice; Literacy Aotearoa; Ako Ōtautahi; Hōhepa Canterbury; Ara Poutama Aotearoa Department of Corrections; ACE Sector Capability Steering Group; Risingholme Learning; Skillwise; CWEA (Canterbury Workers Educational Association); Ako Tonu Aotearoa; ACE Community of Practice; Literacy Aotearoa; Ako Ōtautahi; Hōhepa Canterbury; Ara Poutama Aotearoa Department of Corrections; Ara Poutama Aotearoa Department of Corrections; ACE Aotearoa; Whanganui Learning Centre; Ako Tonu; REAP Wairarapa; Taranaki YMCA; Literacy Aotearoa; ACE Sector Capability Steering Group	95	Te Whatu Kairangi; Language, Literacy and Numeracy Professionals Community of Practice, PLD; Advisory Service; PLD; Te Whatu Kairangi; Networking; Festival of Adult Learning; Neurodiversity Community of Practice; Language, literacy and Board Meetings; Pacific Well-being; Discuss strategic opportunities to strengthen sector capability; Te Whatu Kairangi; Preparation and delivery of PLD to Tutors; Festival of Adult Learning; PLD; PLD; PLD; Te Whatu Kairangi; Networking; PLD; PLD; Festival of Adult Learning; Discuss PLD; PLD; Neurodiversity Community of Practice; Language, Literacy and Numeracy Professionals Community of Practice; PLD; ALNACC products & services; Dyslexia Friendly Quality Mark; Tapatoru; Research projects; Board Meetings and Pacific Well-being; Discuss strategic opportunities to strengthen sector capability
Compulsory Education and Community Support Groups	Dyspraxia Support Group of NZ; ADHD NZ; Altogether Autism; Hope Community Trust; Niuvaka Trust; Taikura; Vaka Tautua; Hope Community Trust; Niuvaka Trust; Taikura; Vaka Tautua; Hagley College; Sir Edmund Hillary College; Kelston Visioning Project; Sir Edmund Hillary College; Kelston Visioning Project;	22	Communities of Practice; Pacific community development Northland; Pacific community development; Pacific Disabilities leadership development and PD; Pacific Well-being and Advisory; Pacific community development Northland; Pacific community development; Pacific Disabilities leadership development and PD; Pacific Well-being and Advisory; CoP; Guest speaker on Racism and education; Pacific education and facilitation; Guest speaker on Racism and education; Pacific education and facilitation.

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Educators	Independent educators	107	Facilitation of PLD; various cultural matters relating to MCCP work or other inquiries; Ako Aotearoa PLD facilitation; Various cultural matters relating to the MCCP work or from inquiries
Government and Government Education	Tertiary Education Commission; Statistics NZ; Auckland Unlimited; NZQA; NZ Defence Force; Education Research Evaluation and Development strategy working group; Te Taura Whiri; Ministry for Pacific Peoples; Ministry of Foreign Affairs and Trade; Ministry of Education; Ministry of Social Development; Human Rights Commission; Statistics NZ; Auckland Unlimited; Ministry of Education; Human Rights Commission; Tertiary Education Commission; Education Research Evaluation and Development strategy working group; Working Group; Paremata Aotearoa (NZ Parliament); Tertiary Education Commission; Te Taura Whiri i te Reo Māori; Te Mātāwai; Tertiary Education Commission; NZQA Ministry of Education; NZ Defence Force	64	Neurodiversity Community of Practice; LLN strategies; Kia Ōrite Toolkit; Disability Action Plan; Pacific fundraising application; PLD scheduling; Pacific PLD Proposal; Dawn Raids Tertiary PLD proposal; Tuia Te Ako hui; Strategy discussions, advocacy, policy submissions; language, literacy and numeracy support; Community of Practice; Pacific Funding application, Pacific PLD scheduling, Pacific Education Innovation Funding and Dawn Raids PLD, Pacific Well-being and Advisory; Pacific Equity and Pay Gap; Pacific Education Statistics; Pacific PLD proposal; Dawn Raids Tertiary PLD development; Proposal to be the supplier responsible for the management and operation of the Skills Highway Programme; Review funding agreement for National Centre of Tertiary Excellence Fund; Personal invitations to and online interviewing for Tuia Te Ako Conference; Strategy discussions, advocacy, policy submissions; Language, literacy and numeracy support, and CoP
Learner/Student Representative Groups	Te Mana Ākonga; Dyslexia Community, Sign Language NZ	16	Tuia Te Ako Conference; membership for Te Rūnanga Māori; Te Mana Akonga Conference (AUT); DFQM launch; Signing lessons

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Māori Educational Organisations / Iwi Māori	Te Āti Awa ki Waiwhetu; Maunga Haruru Tangitū Iwi Trust; Ngati Hineuru Iwi Trust; Ngati Rāngitane – Tū Mai Rā Trust Te Āti Awa ki te waka a Māui (Picton); National Te Kōhanga Reo Trust; Te Kura; Tokona te Raki; National Te Kōhanga Reo Trust; Te Kura Kaupapa Māori o Ruamatā; Te Matatini; Jean Swainson Foundation; Whakaata Māori/Māori Television; Te Reo Māori Society; Te Māngai Pāho; Te Rūnanga Nui o Ngā Kura Kaupapa Māori; Te Kura Kaupapa o Hoani Waititi Marae; Te Ataarangi; Te Whakaruruhau o Nga Reo Irirangi Māori; Whare Kōrero	59	Updating tribal members of Ako Aotearoa work with Enhancing Māori Cultural Capability; Advisory to setting up an Education and Training Committee; Updating board of AA work/advisory to setting up an Education and Training Committee; setting up education and training grants on Survey Monkey / analysis of SM data; Initial contact to scope educational and training needs of iwi/further discussion re education and training grants; Reconnection of tribal link and to scope educational and training needs of iwi / discussion of education and training grants; speakers for Tuia Te Ako hui/ Kaupapa Māori matters; personally invited then engaged with these speakers online for the Tuia Te Ako Conference
National Networks	National Tertiary Network to Support Refugee Background Students; Southern Government Women's Network; Government Women's Network; City Mission; Graduate Women Canterbury; Britten Institute; Independent Consultants; Neurodiversity Community of Practice; Language, Literacy and Numeracy Professionals Community of Practice; ADHD NZ; Pacific Women in Tech; Auckland Government Women's Network; New Zealand Women in Leadership; Manako Community of Practice; Language, Literacy & Numeracy Professionals Community of Practice	52	Best Practice guide to support students from refugee backgrounds; PLD; Networking; Networking; PLD; Networking; Networking; Neurodiversity teaching and support strategies and narratives; MANAKO products and services; Te Whatu Kairangi; Forming a Neurodiversity Coalition; attending education workshop; International Women's Day – importance of Māori and Pacific womens leadership; Leadership course; PLD networking and leadership

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Other	Academic Quality Agency; SiteSafe; Vaka Tautua; Digital Inclusion NZ; Accessibility Tick; Unique Minds; NetSafe; Moana Connect; Le Niu Project; Australasian Standards Advisory Board; Diversity Works New Zealand; Food and Fibre Centre of Vocational Excellence; Te Kei; ConCOVE Tūhura; Ngā Tamatoa (Māori political group); Radio Kahungunu; Association of Pasifika Staff in Tertiary Education; Global Apprentice Network New Zealand; APSTE; Accessibility Tick; Unique Minds; NetSafe; Moana Connect; Le Niu Project; Australasian Standards Advisory Board; Diversity Works New Zealand; Food and Fibre Centre of Vocational Excellence; Te Kei; ConCove Tūhura; Ngā Tamatoa (Māori political group); Radio Kahungunu; Association of Pasifika Staff in Tertiary Education; Tawharau Homes; Pacific Peoples' Caucus; Netsafe; Australian Council for Adult Literacy; Te Pagunga; TasTAFE (Tasmania)	43	PLD; Cultural Capability; Implementing the Accessibility Tick initiative at Ako Aotearoa; Attending Pacific Tertiary Research rebrand and launch; Dawn Raids Tertiary PLD development; Advice from a New Zealand context on a code of conduct; Design workshop on how to build a sustainable, diverse and inclusive workforce in construction; signing a Mana-enhancing agreement; Te Kei Māori Academic Programme launch; ConCove Tuhura opportunities and MEA; Tuia Te Ako Conference; livestreaming conference and editing footage; networking; PLD; Dyslexia-Friendly Quality Mark; Pacific Tertiary engagement; Pacific Tertiary engagement; PLD; Implementing the Accessibility Tick initiative at Ako Aotearoa; Attending Pacific Tertiary Research rebrand and launch; Dawn Raids Tertiary PLD development; Advice from a New Zealand context on a code of conduct; Design workshop on how to build a sustainable, diverse and inclusive workforce in construction; signing a Mana-enhancing agreement; Te Kei Māori Academic Programme launch; ConCove Tuhura opportunities and MEA; Personally invited then engaged with these speakers online for the Tuia Te Ako Conference; livestreaming conference and editing footage; networking; Jayden Thompson Māori apprentices; Neurodiversity Coalition; Neurodiversity Community of Practice; Networking, PLD; DFQM

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Peak Bodies	ITENZ; New Zealand Paint Manufacturers Association; NZ Association of Training & development; PBT Pacific Business Trust; ITENZ; Accessibility TickNZ Association Training & Development; ACE Aotearoa; PBT Pacific Business Trust; ITENZ; Accessibility Tick	17	PLD; Pacific Board Member and conference MC and facilitator; Pacific Financial Well-being and Funding; Conference attendance, Manako workshop presentations; Ako Aotearoa accessibility initiative
Private Training Establishments (PTE)	South Pacific College of Natural Medicines; Whitecliffe College; KiwiClass; Better Blokes; Merge NZ; Edvance Workplace Education; Caritas; Strategi; Employers and Manufacturers Association; MySkill; Capital Training; IPU New Zealand Tertiary Institute; Horowhenua Learning Centre; Te Rito Maioha; Crowne Institute; Excel School of Performing Arts; Vertical Horizonz; Skill4work; YMCA; Blueprint for Learning; Hair to Train; Site Safe; Vision College; Crowne Institute; Horowhenua Learning Centre; IPU New Zealand Tertiary Institute; Horowhenua Learning Centre; Te Rito Maioha; Crowne Institute; Excel School of Performing Arts; Vertical Horizonz; Skill4work; YMCA; Blueprint for Learning; Hair to Train; Site Safe; Vision College; Crown Institute of NZ; Horowhenua Learning Centre	51	Make aware of changes to TTEA, AARIA and introduce Tapatoru; Te Whatu Kairangi; PLD for staff; Te Tiriti o Waitangi; AARIA; Graduation guest and Board Meeting; Toi Mai Pacific Pilot Project; DFQM; Tapatoru Ako Professional Practice Award; Te Whatu Kairangi; PLD; Graduation Guest and Board Meeting; Toi Mai Pacific Pilot Project; PLD; DFQM; Tapatoru

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Te Pūkenga	Unitec Institute of Technology; Open Polytechnic; Southern Institute of Technology; Primary Industry Training Organisation; Careerforce; Te Pūkenga; Building Construction Industry Training Organisation; Te Pūkenga Leadership; Otago Polytechnic; Unitec; Te Tai Awa o te Ora; Toi Ohomai; Ara Institute of Canterbury; Otago Polytech; Tai Poutini Polytechnic; NMIT Nelson Marlborough Institute; Unitec; Te Tai Awa o te Ora; Toi Ohomai; Ara Institute of Canterbury; Otago Polytech; Tai Poutini; NMIT (Nelson Marlborough Institute of Technology; UCOL (Universal College of Learning); WITT (Western Institute of Technology at Taranaki); WelTec; Eastern Institute of Technology; Otago Polytech; Open Polytech; Southern Institute of Technology; Primary ITO; Careerforce; Te Pūkenga; Toi Ohomai; PITO; Careerforce; BCITO; Competenz; Aiono Manu Faaea/MIT-Te Pūkenga; Te Pūkenga; Eastern Institute of Technology; Primary ITO; Ara Institute of Canterbury	135	PLD; Communities of Practice; Stakeholder workshop; DFQM; Tapatoru; Te Whatu Kairangi; PLD; Foundation Education; AARIA; Te Whatu Kairangi; PLD; Impact Evaluation; AARIA; Te Whatu Kairangi; PLD; Neurodiversity Community of Practice; PLD; ALNACC products & services; Dyslexia Friendly Quality Mark; Tapatoru; Ako Aotearoa Research and Innovation Agenda; Otago Poly Symposium; Neurodiversity Community of Practice; Language, Literacy and Numeracy Professionals Community of Practice; Discussions re 1. Digital badges adding value to micro-credentials 2. Pilot programme to create a pipeline from Trades Academy at school to an actual building site and the role of a LN educator; clarifying research contractor; Pacific PLD delivery and update/feedback; Pacific PLD delivery; Pacific Advisory and Pacific PLD to department; Pacific Cultural Capability and Pacific Strategy; Establishing a formal relationship between TP and AA; Te Pūkenga's Warwick Quinn spoke at Te Whatu Kairangi ceremony; met him with Helen Lomax, Director, Ako Aotearoa; many EIT lead up meetings for Tuia Te Ako Conference as co-presenters; Professoriate meeting; Harry Westrupp and Te Marino Lenihan (ARA)

Sector (type)	Organisations	Number of meetings	Example of topics discussed
Universities	Massey University; Auckland University of Technology (AUT) University; University of Auckland; University of Waikato; University of Canterbury; Lincoln University; Massey University; Victoria University of Wellington; University of Canterbury Lincoln University; Massey University; Victoria University of Wellington; Massey U- PN (x6) / Canterbury U. (2) / Massey U- Wgtn (2x) / Auckland U (x4) / Otago (x2); Massey University; Nga Pae o te Maramatanga; University of Auckland; University of Canterbury; University of Otago; Lincoln University; Auckland University of Technology (AUT) University; NZ Work Research Institute (AUT)	80	Te Whatu Kairangi; Engaging and retaining learners after lockdowns; AARIA; Te Whatu Kairangi; PLD; Impact Evaluation; PLD; Te Whatu Kairangi; Dyslexia-Friendly Quality Mark; Tapatoru; IERs; Various cultural matters relating to the Māori Cultural Capability Pathway work or from inquiries; tikanga conversations re passing over of 'Rauaroa' korowai; research collaboration possibilities; kaiarahi tiriti/tiriti mentor; Māori teaching and learning methodologies; Pacific Advisory and Pacific Professional Learning and Development to department; Tuia Te Ako Conference; discussions re Research; Te Tiriti o Waitangi; kaupapa Māori matters; Korowai transfer; conference; advisory service
Wānanga	Te Wānanga o Aotearoa; Te Wānanga o Raukawa; Te Taihū o Ngā Wānanga Māori; Te Wānanga Takiura o Ngā Kura Kaupapa Māori; Te Whare Wānanga o Awanuiārangi;	37	PLD; Te Whatu Kairangi; Neurodiversity Community of Practice; Te Whatu Kairangi – various matters relating to nominations; follow up on managed research projects from previous year; maintaining connections; Tuia Te Ako Conference; Te Reo Māori Society conference; sought member for Te Rūnanga Māori from Te Taihū o Ngā Wānanga Māori; kaupapa Māori matters
Workforce Development Councils	Hanga Aro Rau; Ringa Hora; Toi Mai; Muka Tangata; Toitū Te Waiora; Waihanga Ara Rau	61	Stakeholder workshop, service; Providing cultural capability with RoVE focus; How can Ako Aotearoa support WDC work; Update of MCCP with other WDCs; collaboration of different workstreams, supporting initiative by BCITO re pilot programme; Pacific PLD delivery, Pacific Industry Advisory feedback; Pacific Equity and pay gap; Membership for Te Rūnanga Māori from Hanga Aro Rau; assisted with Māori naming
Total Stakeholder engagement activities		839	

Appendix C

Malatest International Evaluative Review of Le Niu 2021

PACIFIC EDUCATION FUNDS EVALUATION

ROUND ONE: LE NIU (AKO AOTEAROA)

INNOVATION FUND



The Ministry of Education's Action Plan for Pacific Education (2020–2030) included a focus on working reciprocally with diverse Pacific communities and a commitment to responding to needs emerging from COVID-19. In response, Budget 2020 provided for two key funds, the Pacific Education Support Fund and the Pacific Education Innovation Fund. Round 1 of the Pacific Education Funds opened in September 2020 to November 2020. Seventy-six contracts were supported by the Pacific Education Support Funds and 101 contracts by the Pacific Education Innovation Funds.

About the evaluation

In April 2021, the Ministry of Education engaged Malatest International to evaluate the Pacific Education Funds. This included in-depth case studies with a range of providers, including Ako Aotearoa, to understand, among other things, the progress and achievements of the funded projects.

Who we talked to

Due to COVID-19 restrictions the Malatest evaluators held online Zoom interviews with 6 Pacific community leaders. An interview was held jointly over Zoom and in-person with 3 project personnel from Ako Aotearoa.

Le Niu

Ako Aotearoa organised and facilitated two fono/hui in the Northland region (Whāngarei and Kaitiāia) inviting people and provider services that were involved and interested in Pasifika education transformation in Te Tai Tokerau Northland. The fono/hui brought together updates, information, ideas, strategies, challenges, dreams and like-minded people who were keen to share and collaborate the knowledge and strategies that will further build capacity for Pasifika communities through teaching and learning education.

WHAT DIFFERENCE DID IT MAKE?

Empowered Pacific leaders and communities in Northland

The Le Niu workshops brought together like-minded Pacific leaders and resulted in a growing sense of hope and ownership for Pacific individuals and communities in Whāngarei and Te Hiku.

What Le Niu has done has [resulted in] renewed hope and renewed motivation [for our Pacific communities]. (Community leader)

We might have been initially providing the stimulus for the response, [community members] then stood up... saying, we need to take hold of this...I saw some strong [people] taking control of their own destiny in their own way. (Provider)

Enhanced relationships and connections with community members and services

Pacific community leaders have increased understanding of roles and services that support Pacific communities

Out of the workshop, we heard a lot that the network was bigger than they thought... This is collective power of trying to move communities. (Community leader)

Pacific community leaders had an increased sense of inclusion and confidence to collaborate with other Pacific leaders/services

There's only 3 of us [in organisation], it's a massive job but I'm really lucky to have volunteers in the different regions that we will still support with koha, etc. They're not paid people, they do it because they love their community. (Community leader)

We saw this young [Pacific] man, not feeling included very much. He did some really good work to connect us, gave us access to a whole lot of groups of people that we might never accessed. He's come to a couple of other forums... He is starting to feel really empowered from that connection and that he's not working alone. (Provider)

One family shared that through the connections fostered in the Le Niu workshops they received support to renew their visa application. The impact of Covid-19 meant their loss of employment/income due to their visa conditions.

Key focus areas for Pacific communities in Whāngarei and Te Hiku

Le Niu provided a space for Pacific leaders to collectively identify the needs of Pacific communities. These included:

Increased resources and access to services that support the needs of Pacific communities

[This work] was within the scope [of] education but out of all of that falls out these things that came through the community. The key message we got from Pacific people was, they have had to be resilient. That includes COVID and sometimes that resilience means that 'we're okay' we're trying to keep our head above water. But actually, things like access to education and to opportunities outside of Auckland [were limited] (Community leader)

A holistic approach to Pacific health and wellbeing

I said, Let's make home 100%. So you can be 100% here [at work/course], and then you win, but [not] just win [at] home, and lose out on employment, or win employment and lose your marriage and kids...You need to win both...The system doesn't [allow] that. In the [Le Niu] workshop, the real data [from] the conversations that we talked about, was deep. (Community leader)

To strengthen and maintain the cultural identities of Pacific peoples and future generations

It's finding their identity between being half Māori, half Samoan and passing that identity on to the next generation coming through, through to their kids, to their moko, creating language nests. They have been doing all of these things on their own without much assistance. (Community leader)

A lot of Pacific people lose their Pacific identities here in Northland, so we have come up with celebrating language weeks. (Community leader)

To provide resources for literacy and numeracy support for Pacific families

We need literacy and numeracy for our Pacific island people here. (Community leader)

Support the re-integration of people into society

The thing that moved us was... people re-introducing themselves back into communities where they've been in prison. (Community leader)

NEXT STEPS - What do community leaders want to see happen?

Ongoing engagement with Pacific community in Northland

There was a strong belief in this work and bringing together Pacific people

I'd pay for another workshop like that to get in the real people to have a real talanoa and put some real strategies. (Community leader)

Even with the feedback I got from those who attended the workshop in Whāngarei, they were overwhelmed with the information, they really want more of that up here. They keep asking when are Ako coming back. (Community leader)

An inter-agency response and commitment is critical

We need to go back and revisit the same group, so they don't think oh, we just popped in and we told you all this and then we'd never see you again. [It should be] leaders [who are] Pasifika not just Ako Aotearoa... For example, MSD, or the Pacific leaders. (Community leader)

All the talk and whakaaro in the workshops, there needs to be action now (Community leader)

Create a Pacific community hub in Te Hiku

A centralised place that Pacific people can access services and come together

For Kaitiāia, it would be ideal to have a center for Pacific peoples that becomes a hub for all Pacific peoples here. It would be central for all services that Pacific people can access in Kaitiāia. (Community leader)

Support for start-up businesses in Northland

Since Le Niu came 4 new people have started businesses...providing support around local businesses would be good and how to get grants for individuals. (Community leader)

It is critical to have an aiga/family-approach to education

It is important to ensure a collective (family) understanding of education pathways and supports that provide families and learners with confidence and reassurance.

Mums and dads don't understand how the [education] system works, not understanding there is a system for an apprenticeship or getting tools, or going to Polytechnic and getting vocational education as a genuine pathway. It's not just about universities. They don't understand quite how it works and it becomes a fearful thing for them. It's providing clarity for those communities on how the system works, and what they can have access to. (Community leader)

Feedback on Le Niu processes and engagement

Positive engagements with Pacific communities were fostered by having an Ako Aotearoa team who were recognised for their commitment to Pacific wellbeing and advancement

It is important to have the right Pacific people fostering relationships with the community, particularly those with long-standing relationships with communities in Northland, and an in-depth understanding of Pacific ways of being and doing.

[Project personnel] is not your average Pasifika person... the group could've easily gone one way...we get really passionate about how we've been suppressed and all that. But the group [needed] to keep level headed and keep clear in our minds about what we needed to do without being clouded with all our history and judgments. (Community leader)

The Pacific leadership in Le Niu meant that Pacific communities who would have otherwise not been part of this work, were involved and felt included in the workshops.

We were hearing from Pacific communities that we don't normally get to hear from, like the Tuvaluan community and Tokelauan. That was surprising because they are a minority community. Samoans tend to dominate in most areas, but it was good to have Fiji and Tuvalu and Niue. (Community leader)

There was high trust in the Ako Aotearoa team to represent the needs of the community.

There may be times when we can't make it but Ako Aotearoa can be the voice for us because they understand... We are lucky that [project personnel] comes here often so he understands and can be the voice for us up here. (Community leader)

Having a Pacific person to contact is really important...I have communicated with the Ministry [of Education] person up here and they don't really connect with what I'm saying...For me it's about the whole family, not [just] sticking to the process. (Community leader)

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

Ako
AOTEAROA