NZIST Mobilising New Worlds Working Group Reports

Ako Aotearoa's response

15 July 2020

"Ka pū te ruha, ka hao te rangatahi –
as an old net withers, another is woven"

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Contents

Ako Aotearoa's response and how Ako Aotearoa can work with NZIST

Introduction and summary of key points

Ako Aotearoa, as the National Centre for Tertiary Teaching Excellence, is extremely keen to work with the NZIST to strengthen teacher, trainer and tutor capability in teaching and learning. We strive to make a positive difference for all learners, including those involved in work-based and workplace education and training. We are proud to contribute to education capability building that can enhance their experiences in training and apprenticeships towards successful outcomes.

Our perspective on tertiary-level, post-compulsory, lifelong and live-wide learning in Aotearoa New Zealand is independent, Te Tiriti-led and respected. We are recognised by the sector for our impact, connectedness and leadership in tertiary educational capability development.

We have a proven track record since 2007 in championing tertiary teaching excellence, with a rich repository of resources and extensive multi-sectoral networks that support and enhance educational capability and learner outcomes.

Recap on our RoVE submission

In our RoVE submission from March 2019, we considered the following to be areas of potential risk through this transformative process:

- Focusing primarily on systemic and operational change not quality of teaching and learning
- Undermining the achievement of learner outcomes
- Discouraging school leavers
- Discouraging NEETS
- Potentially losing key staff
- Losing a focus on regionalism
- Losing mana-enhancing relationships with Iwi, and priorities for Pacific Peoples
- Risking the quality of advice and decisions
- Losing hard-won relationships with local employers.
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More than a year later, and we are pleased to gain some high-level insight as to how the newly formed NZIST is planning to manage the risks we identified then. The list of seventeen common themes[1] shaping the seven reports offers us a clearer picture of the importance you place on the roles of learners, staff, employers, iwi and communities in transforming the future for vocational education in this country.

As New Zealand's National Centre for Tertiary Teaching Excellence, Ako Aotearoa has worked collaboratively and influentially with the tertiary education sector, including all adult life-wide and life-long learning. Our focus is the quality of teaching and learning; quality experience, outcome and success for all learners.

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[1] NZIST Interim Report Executive Summaries, p 5.

We consider RoVE to be a momentous sector change that signals the need for Ako Aotearoa and NZIST to work closely together to support positive change for vocational education and to work towards a successful future for all learners.

A more integrated, connected and collaborative system is the key to success for Aotearoa New Zealand; bringing together industry and employers with learners, educators and leaders of the NZIST.

Ako Aotearoa's key areas of focus in the reports

The following key areas we have identified from the Working Group reports, are instrumental to that success. Our feedback focuses on the areas of this work that we would like to see strengthened:

1. **Defining priority learners** – the definition through these WG reports appears to be somewhat narrow. We would like it to overtly include learners with low levels of literacy and numeracy, digital literacy and ESOL including refugees and migrants.

2. **Need for real innovation** - there is a need for more work on innovation and new ways of working to contribute to sustainable change and success for learners, their communities and the nation. Part of this innovation will come from prioritising work that will focus on student outcomes. Digital Badging and microcredentials are one example of this, along with genuine transformation of the system and products. This includes NZIST taking the opportunity to review and learn from evidence of success, as well as what hasn't worked, to improve innovation and to continuously learn to build on strengths gained.

3. **The need to enhance objectives and outcomes for Pacific and other diverse learner communities** – The need to consider in breadth and depth, the requirements of Pacific Peoples and other diverse communities of New Zealand, which will be served by NZIST. The emphasis on the achievement of Māori learners and building necessary relationships around this objective is applauded, but there is clear potential to address the needs of abovementioned communities by refocusing NZIST's objectives, processes and structures to reflect a broader vision which encompasses the position of these communities in New Zealand's future.

4. **Greater focus on the success of Pacific staff and learners.** This would have been best addressed through a respected Pacific body, similar to Te Taumata Aronui and to support and identify IST priorities to enhance outcomes.

5. **Building staff capability across three dimensions, including:**
   a. Industry-based capability – staff maintaining work-based professional development and connections to industry
   b. Evidence of the educational capability of teachers and tutors is essential, with ongoing institutional support, to enhance the quality of teaching and learning – including formal qualifications and ongoing PLD
   c. Cultural capability is integral to the whole system – for our country's Māori and Pacific learners and trainees to truly succeed, teachers, trainers and tutors, support staff, managers, employers and organisational leads should be culturally capable.

6. **A greater emphasis on diverse learner input** – more diverse learner voices and involvement of different learner groups in the establishment phase and in ongoing implementation is essential.

   There is a notable absence of a unified student/learner body or voice established within the structure of the NZIST (e.g.- learner representatives). The wider NZIST student representation should be made to external bodies (e.g.- NZUSA) through representatives of this unified student body and through class representatives.

   It is noted that the learner journey mapping will continue and we hope that the information will be generated from a wider group of learners (especially Māori and Pacific), with a larger number of persona being created, and a more wholesome set of priorities and recommendations (including the sector groups not mapped- e.g. NEET, mental health, learning disabilities, older professional refugees, migrants, successful in system, international learners) that are stated in the report, would be generated *prior* to finalising the work-based learning report (WG Report #5).

   We identify an ongoing need for a process to feed in and strengthen student evaluations and to feedback student voice into curriculum development. We encourage the groups involved with this work to read the outputs from our 2012 project The impact of student evaluations on teaching behaviour led by Dr Sarah Stein, University of Otago. The summary report Using student evaluations to enhance teaching practice: Closing the loop offers case studies and a diagram to close the evaluation loop and "better align the needs and perspectives of all parties." (2012, pg.6).

7. **Limited attraction for intrinsically motivated learners** – There is an emphasis on serving the "at -risk" learners, but there is a gap in objectives, planning and messaging of opportunities for attracting intrinsically motivated learners of all sector groups who wish to succeed in an inspiring regional context for vocational education, training and workplace learning. How does the IST clearly articulate the unique opportunity and value proposition it affords to these learners?

Ako Aotearoa and NZIST – working together for success

At this juncture, we emphasise how Ako Aotearoa' expertise and range of initiatives could support the NZIST framework. These include, but are not limited to, our:

- Focus on high quality teaching, training and learning across the tertiary sector – with a focus on excellence
    - Educational capability building that supports learner success
    - Our work into professional standards[2] – Tapatoru, Higher education and initial work into a VET-level framework
- Te Tiriti o Waitangi commitment, including initiatives, expertise and resources
- Support for all priority learner groups
- Adult literacy and numeracy – through our Adult Literacy Numeracy and Cultural Capability (ALNACC) team

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[2] Read our Professional standards for Tertiary Teachers: A syntehsis of recent work and initiatives (2019)

- <u>Cultural capability</u> – including professional learning and development in <u>Māori</u> and <u>Pacific</u> streams, online free resources, and expertise
- High quality <u>professional learning and development</u> opportunities that build wider educational capability for staff – face to face, online, blended[3].
- <u>Digital badging opportunities</u> (video clip) – initially delivered through our ALNACC workstream and now expanding across our general range of PLD offerings.
- Managing research funding of high quality, national and regional research and change projects into teaching, training and learning
    - This includes our substantial body of research into vocational, work based, work integrated and work-place learning[4]
- Support for adult life long and life wide learning[5]
- Qualifications work – we are the qualification developers of 14 national adult education and training qualifications and are currently leading the Qualifications Review for these[6]
- Independent leadership for a diverse and changing sector.

Ako Aotearoa's experience, knowledge, collaborative relationships across the sector, quality resources, and initiatives in teaching and learning create a strong foundation for a positive working relationship with the NZIST.

We want to partner with you to advance the role and importance of vocational education through a transformed system; acknowledged and highly valued for its contribution to future learners and leaders, successful communities and thriving regions of Aotearoa New Zealand.

We would like to meet with you soon to discuss this further.

Nāku noa, nā

Helen Lomax
Director | Ako Aotearoa

15 July 2020

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[3] PLD flyer with Q3/4 2020 range of scheduled workshops and courses <u>is here</u>.
[4] See our synthesis report "Learning in and for work: Highlights from Ako Aotearoa research" (Alkema * McDonald, 2014) provides a range of our projects, and other recent projects are also featured on pages 13, 17 and 21-23 of this submission.
[5] See our <u>Koronga Rautaki mahitahi | Shared Strategic Agenda</u> (2018)
[6] The 14 includes qualifications from level 4 to level 6 including Adult and Tertiary Teaching, Assessment Practice, Learning Design, Pasifika Teaching, Language Teaching, Literacy and Numeracy, and Education Technology.

Working Group One – Learner Journey Mapping

Q1. What recommendations in the report you would prioritise and why?

The recommendations are all important.

The group reviewing this report felt that Recommendation 2 could be placed first, i.e. to place the values on which the system is based first; then the inclusive system would ensue. On this strong foundation, the professional development to assure cultural safety and learned-centredness will follow, as will the tuakana, mentor or role-model programmes. Access to learning environments is then a given, as is the holistic support.

Ultimately though, we agreed that Recommendation 1 is critical regardless of where it happens– ideally up front but ultimately this may well not happen in full until the end of the process, as part of the whole development process.

Beyond that, a holistic approach to the application of all the recommendations is seen as necessary.

> **WG1 recommendations:**
>
> 1. A proactive alert and case management system for holistic support
> 2. A framework for whakawhanaungatanga and meaningful relationships
> 3. Tuakana, mentor or role-model programmes
> 4. Cultural safety and learner-centred professional development
> 5. An inclusive system that adapts and flexes around learner needs
> 6. Access to learning environments

Q2. What recommendations you don't agree with and why?

None.

Q3. Recommendations you think are missing and why they should be included?

There is concern over the number of examples taken from the United States, yet the limited sample size (only 75) of learners and range of examples taken from New Zealand e.g. Wānanga, Wintec and the Industry Training Federation.

Furthermore, while the proposal is commendable there are assumptions made about learners who are not "at risk", there is also a danger of a system that is so focused on priority groups that there is little appeal for those learners who are described as "intrinsically motivated, with a strong network of support and want flexibility benefit from online based learning".

There are concerns about the mental and general health of learners and the need for the system to better service them. It would have been useful if the report listed not just these six recommendations/priorities but also the other five they speak of.

Q4. Any issues that have not been considered in any of the report and should be?

Programmes to raise educational aspirations seem to be subsumed by programmes to establish a learning culture among those for whom education has been littered with barriers. The enablers focus on enablers for those who have not had success at primary or high school.

Where are the learner journeys for a wider range of learners as well? Where is the incentive for the student who is able but who is also first in family, who comes from a "successful" supportive family with little experience of an educational institution?

The report refers to our Hinātore and Tū te Ngana Hau research projects which is great. With the emphasis on cultural capability (in three of the six recommendations), which is commendable, it would have been great also to see a direct reference to Ako Aotearoa's cultural capability work – Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway online tools

(Visit the resources direct at www.pathwaysawarua.com)

An additional query:

The outcomes detailed around "An inclusive system that adapts and flexes around learner needs (Mobilizing the New World, Executive summaries, page 10); outlines the transition between learning modes.

Does this include transitions between jobs and employers during employment changes (Forrester research referred to in WBL report 5)? If not, this aspect should be considered and covered in detail. If covered, need clarification and expansion within the report. Measure of success would be improved success at employment.

Prepared by:
Dr Joe Te Rito, Ruth Peterson and Saylene Ulberg
Ako Aotearoa

Working Group Two: Employer and Community Engagement Model

Overview of our response:

1. We are impressed with the series of models that were presented in the report. We feel that the options available provided enough variety to appeal to the range of stakeholders in the sector.

2. The major concern that we have this section of the report is the lack of a respected Pacific committee that represents Pacific communities in the same way that Te Taumata Aronui is representative of Māori. With this in mind, we suggest the strategic priorities offered in this section also need to acknowledge Pacific learners.

3. We also suggest a re-ordering of the recommendations (working on the assumption that these have been listed in some kind of priority order and we have provided a preferred order on the next page).

WG2 Recommendations:

1. Acknowledging, honouring, and supporting existing partner and stakeholder relationships.
2. Te Tiriti o Waitangi and the Mana Ōrite Te Tiriti Framework.
3. The Strategic Partnership Strategy describes partner and stakeholder engagement practices.
4. Commissioned co-design (or engagement using co-design principles as much as possible) with Māori, Pacific and disabled learners, as well as employers and industries.
5. Meaningful connections between NZIST, employers and learners.
6. Recognising the need for a joint communications and engagement approach.

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4. Based on the report's acknowledgement that Te Tiriti o Waitangi identifies guiding principles of how we live and work together in Aotearoa, we would like to prioritise Te Tiriti o Waitangi as Recommendation 1, rather than its current position at #2.

5. We recommend shifting Recommendation 4 to # 2, because it centers on the inclusion of learners as well as highlighting Pacific Peoples and learners with disabilities/other abilities. We are keen to understand what support would be provided for employers within this recommendation.

6. We suggest Recommendation 5 could be combined with #3. (as re-ordered below) as both focus on the importance of relationships. In addition, it would be helpful to gain clarification that support, resources and a forum with employers and learners will be part of this model.

    We would like to see "industry representatives or other aggregators" (as mentioned in #5) brought into #3; as they form a subset of stakeholder relationships.

7. We don't think Recommendation 6 is necessary as this focuses on the process of how information is communicated and would therefore sit within the workplan.

8. One final clarification that would be appreciated is a specific definition of the term "subsidiaries".

Our suggested re-working of Recommendations for Employer and Community Engagement Model:

1. Since Te Tiriti o Waitangi is the foundation for power sharing between tangata whenua and tangata tiriti, the Mana Ōrite Te Tiriti Framework will guide NZIST's behaviour and engagement, demonstrating good Tiriti partnership.

2. Commissioned co-design (or engagement using co-design principles as much as possible) with Māori, Pacific and learners with disabilities/other abilities, as well as employers and industries represents a new way forward in designing education and training solutions, leading to improved participation, engagement and success for all those involved in VET.

3. Acknowledging, honouring and supporting existing partner and stakeholder relationships with subsidiaries and ITOs is critical for NZIST. This will mitigate a potential drop in engagement or participation in vocational education and training (VET) by learners, employers, industry and communities.

4. The Strategic Partnership Strategy describes partner and stakeholder engagement practices that will enable NZIST to fulfil its Charter obligations, its strategy and vision. Stakeholder mapping and the 'Key Account Relationship Manager' initiative will represent a significant leap forward in engagement across the national network of education provision.

5. Through engagement with industry representatives, or other aggregators, rapid, meaningful connections will continue to be made between NZIST, employers and learners. This early relationship building will be critical for gaining support under the new VET model, building confidence in NZIST.

Prepared by:
Dr Mei Winitana, Pale Sauni and Jennifer Leahy
Ako Aotearoa

Working Group Three and Four – Education Products and Services and Online Arrangements

We welcome the opportunity to contribute to this work and acknowledge the principles that frame the team's approach. More importantly, we agree with the high-level objectives, particularly:

- Enable all learners to succeed and thrive, especially Māori, Pasifika, those with disabilities and those disengaged from training.
- Reach and connect all learners to the right education and training.
- Deliver the right skills and knowledge, the right way, at the right time.
- It is wise that the Working Group are casting technology in a support role that enables what is needed, rather than leading the way. Given the wide range of learner and staff abilities and accessibility to online learning environments, equity of access and the overall experience will be crucial.

Overview of our response

We want to see the following areas strengthened:

1. As outlined in the introduction, we want to see "priority learners" expanded to include those with low levels of literacy and numeracy and related issues, low digital literacy, people with disabilities, as well as those with English as a second language, such as migrants and refugees.

2. It is currently unclear if the proposed programmes of study include degree apprenticeships (p. 24) – clarification is needed as this is an important alternate pathway in vocational education.[7]

3. Building the cultural capability of teachers, trainers, support staff, leaders, personal advisors and employers is critical to success for learners, trainees and apprentices – now and into the future.

WG3&4 recommendations / strategic initiatives:

1. A 24/7 learner support service
2. Learner digital home
3. An Employer digital support service
4. Network-wide applied research service
5. Network-wide learning design and development service
6. Collaborative, capable staff and leaderhip
7. Technology transition plan
8. Learner data warehouses and analytic service
9. Learning resource technology plan.

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[7] See TEC-funded project (2018), https://www.tec.govt.nz/news-and-consultations/archived-news/pilot-of-degree-apprenticeship-model-underway-in-new-zealand/

4. We would anticipate that the recent challenges of the Covid-19 lockdown provides this working group (and indeed the others) with an opportunity to gain insights on how learners are currently experiencing education online. There are useful learnings for the development of a one-stop-shop and a wide range of learners to engage with.

5. Ako Aotearoa is perfectly placed to support the NZIST in developing and managing evidence-based research that improves outcomes for teachers and learners. An essential part of Ako Aotearoa's process is to monitor and evaluate impact. Ako Aotearoa's expertise will be invaluable to NZIST in this regard and we would welcome the opportunity to work in partnership to support the success of learners, communities and industry through NZIST's establishment and beyond.

Q1. What recommendations in the report you would prioritise and why?

Recommendation 1: 24/7 Learner Support Service – We want to know more about how the NZIST intends to manage the following:

- The challenge of delivering "personalized and proactive support for learners" utilizing "deep learner analytics." Also, how will a "360° view of learner feedback" be captured and maintained legally, ethically and safely, and be utilised in a way that benefits learners without undermining their trust.

- We want to see the **definition of "priority learners"** in this work expanded to specifically identify and include those who have low levels of literacy and numeracy, dyslexia and other learning differences, low digital literacy, and those with English as a second language, such as migrants and refugees.
    - How does the institution intend to include these groups in an equitable way?

- Personal advisor support (pg. 16). This sounds good, but quality of support here is critical. Facilitators in this role will need to have strong pastoral care skills, particularly around cultural capability, to successfully establish rapport and make a positive difference for those learners, particularly Māori, Pacific and people managing disabilities and learning differences. Cost implications for this service may be prohibitive and we are assuming this service is not provided 24/7?

- The learner experience online. We feel there is much to learn from the country's current experiences with lockdown and its aftermath relating to Covid-19. While these reports were written, pre-Covid, these learnings should be utilised to better understand, develop and deliver an online system for learners that really does support all the different types of learners equally (accessing a much larger sample of diverse learners to gather that feedback is essential), wherever they are located and factoring in levels of digital literacy and accessibility:

    - We draw the group's attention to the recently released report by Te Mana Ākonga on the impact of Covid-19 lockdown on Māori Rangatahi.

While vocational learners were not included, the research does provide valuable insights to some of the challenges faced by Māori ākonga. [Impacts of the Covid-19 lockdown on Māori university students](#)

- We encourage the group to read our co-funded 2016 project with the Industry Training Federation, which provides valuable insight to the challenges and barriers for trainees who don't complete their qualifications in vocational education – [Learning, life and work: Understanding non-completion of industry training qualifications](#), led by Adrienne Dawson, ITF.

Recommendation 2: Learner Digital Home - our concerns with this include the following:

- Access to digital technology is still not equitable in this country, particularly for those in lower socio-economic and regional environments. Having good access to, and ability to use, the technology driving the Learner Digital Home will be essential for all learners and therefore, relies heavily on the presumption that access and ability are the same for all learners, which is not the case. How does the team plan to mitigate this?

- Co-designing the Learner Digital Home with real and potential learners (p. 19) is essential. However, time should be allocated to include a diverse range of learners (including priority learners) to develop this. The process should involve inclusive learner focus groups and allow time for real learner user testing and feedback - by the learner for the learner – to mitigate risk of poor uptake.

- Career advice – how will this be connected to what TEC are offering under its reinvigorated careers workstream?

    Careers support should also be woven throughout the various pathways as life-long and life-wide learners, not just at one point or stage.

Recommendation 6: Collaborative, Capable Staff and Leadership – Ako Aotearoa agrees strongly that the key to success for learners is closely aligned with the capability of teaching and support staff, as well as the capability of leaders. We acknowledge your reference to the work we do (p. 31 of the report) and would welcome the opportunity to work in partnership with the NZIST in this area.

Developing educators/facilitators and training staff who can deliver high quality teaching and learning to all learners is a priority for us all. We believe the following points are critical to the success you seek to achieve through this new institution:

- Gaining a base level qualification in teaching is a narrow approach to upskilling the teaching and learning capability of teachers and trainers. Research indicates that there is a high rate of non-completion amongst those educators studying for the Certificate of Teaching. There may be multiple reasons for this, but lack of institutional support, lack of departmental budgets and level of workload should be noted as some of the barriers to successful engagement with PLD. These barriers were identified within the sector survey we commissioned Research New Zealand to undertake on our behalf in 2017 (July, 2017).

- Ako Aotearoa has been a leading advocate for an Aotearoa New Zealand Professional Standards Teaching Framework (PSTF).
  - We launched the Tapatoru Framework[8] for the foundation sector in 2018, and last year led a project with representatives from the vocational education sector to explore a PSTF at the vocational level.

- **We consider building cultural capability mandatory.** If we are to prepare educators for the future, this work needs to be underpinned by cultural capability development through any qualification or other professional development; given the diversity and changing demographics of future learners:

  - We need to build an educational system that is culturally capable. That means cultural responsibilities and development should not be burdened on the few Māori or Pacific employees but led from the top and formally recognised within the whole organisation. The project report Hei Toko i Te Tukunga – Enabling Māori Learner Success provides evidence-based practical guidance and templates for creating Kaupapa Māori-0based education practice that is "learner-centred, whole-of organisation, dynamic and responsive and highly adaptive" to different contexts (2015, p1).

  - Since 2015, Ako Aotearoa has been working with the Tertiary Education Commission to build cultural capability in tertiary education – firstly through our contract He Taunga Waka, and since 2018, through our Adult literacy, numeracy and cultural capability (ALNACC) contract work. Our team have development leading models and practical professional learning (in addition to the Tapatoru Professional Standards Framework) and our Māori Cultural Capability Pathway and Pacific Cultural Centredness Pathway online tools and workshops.

- The report indicates that support and training would be available for employers but as non-mandatory. We believe this group should be strongly encouraged to undertake at least cultural capability building. Some may indeed be identified as priority learners themselves and therefore require additional support.

Q2. What recommendations you don't agree with and why?

There aren't any recommendations we disagree with – at this high level.

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[8] This is a holistic, learner-centred framework that incorporates Mātauranga Māori and integrates three dimensions: 1. Professional values: Ō tātou uara – What we value, 2. Professional knowledge: Ō tātou mōhiotanga – What we understand, and 3. Professional practice: Ā tātou mahi – What we do.

Q3. Recommendations you think are missing and why they should be included?

We don't have other recommendations to add, but would like the group to take note of our comments under the following recommendations:

Recommendation 3. Employer digital support service

- Ensure the employer group involved in co-developing or updating a digital service includes those that represent companies that are small, independent and regional, iwi-, Pacific-based and ethnically diverse, so that the service is:
    a) easy for all to access, regardless of location
    b) considers their digital literacy and competencies, and
    c) is inclusive by considering their cultural diversity and needs.

- It is good to see that the NZIST intends to "engage in a discovery process of current ITO online services", seek existing good practice examples and identify top issues for employers (p.20). We stress that having a clear sight to outcomes is important here, particularly for the 80% of employers you identify as not currently engaging with ITO or ITP based training.

- We take this opportunity to draw the group's attention to evidence-based resources developed from our funded projects focusing on better collaborations between industry and educators, good practice, mentoring and the tutor/apprentice relationship:

    o Ako Whakaruruhau - Implementing and evaluating good practice for Māori trade training - led by Te Tapuae o Rēhua (Ngāi Tahu) with Hawkins Construction (2016)
    o A collaborative approach to mentoring: A model for Industry Training Organisations and employers (2016) – led by Downer New Zealand
    o Work-integrated learning: A template for good practice (2011) – led by Massey University
    o Exploring the impact of mentoring training on the quality of mentoring engagement and provision in the ITO context (2015) – led by BCITO
    o Hutia Te Punga – Te Tapuae o Rēhua/Māori Futures Collective, with BCITO, University of Canterbury and Otago Polytechnic (2020).

Recommendation 4. Network-wide applied research coordination service

It is good to see that NZIST is focusing on the importance of connecting and collaborating with the various stakeholders to deliver evidence-based research and to share this widely. Innovative research that leads to positive change, for organisations, staff and learners is central to what Ako Aotearoa does. We want to bring the following to the attention of the Working Group and the NZIST more broadly:

- For more than 13 years, Ako Aotearoa has managed, commissioned and co-funded research and 'change projects' into teaching and learning, many in the area of vocational education. We have significant experience in guiding and supporting successful projects that have individually been ITO-, industry-, iwi-, community- and ITP-led.[9]

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[9] Project examples are featured on page 17 of this report.

- Ako Aotearoa is of the view that worthwhile, high impact applied research is conducted by designing in impact into the research.

- Collaborations across and outside sectors is critical. Strong teams delivering applied research could mentor emerging researchers within the team to increase research their capability.

> Ako Aotearoa can provide research support, capability and leadership as a neutral and independent key player in the tertiary sector.

- Collaborative research offers unique opportunities to teams to develop multi-faceted, cutting- edge knowledge that are of benefit to learners, teachers and users. Teams with similar research skills and knowledge areas often have to forgo these opportunities to come together to deliver research outcomes because of conflicting and high-level workloads.

- Robust and up-to-date Intellectual Property policies, and knowledge –sharing strategies as well as streamlined and less rigorous ethical approval processes, that permit recognition of robust external ethical approvals are needed.

- Providing the tutors recognised and valid 'research time" and support within a genuine and supportive framework is critical.

- Part of tutor professional learning and development could encompass real-time "industry-exposure" in their relevant fields, as well as tutors undertaking industry-based applied research projects. Some backfilling of duties for defined periods would need to be considered.

- The proposed research leadership from within the NZIST should comprise research–active staff members of all levels and not only from senior staff.

- A close collaboration between research institutes and agencies, CRIs, universities, and other trusted partners is critical to build a research – confident sector.

- Ako Aotearoa has managed research budgets between $500,000 – $1million per year over the past 13 years, and has positive relationships with a wide network of stakeholders across the tertiary sector, particularly those research teams delivering research led by ITOs, work-based learning, and a range of tertiary educational models across different tertiary sectors, including Māori and Pacific peoples.

- This work is underpinned by expert panels, robust policies and processes that enable the development of a practitioner-oriented, high-impact, outcome based, and up-to-date knowledge base.

- Ako Aotearoa is in an ideal position to offer this service in partnership with the NZIST as a neutral and independent key player in the tertiary sector, with expertise in management of educational research that is also extended to subject-based research services.

  Please go to the Report on Ako Aotearoa's Funding Investments (2019) for further information about our projects, investment and impacts.

Recommendation 5. Network-wide learning design and development service

- Bullet 4, p. 7 – Course design doesn't focus enough on ESOL, literacy and numeracy, digital literacy and dyslexia.

- Proposal item 1, bullet 1 – care needs to be taken in developing "network-wide graduate attributes" to ensure that this doesn't become homogenized and non-representative of the various priority learner groups.

Recommendation 7. Technology transition plan

Ako Aotearoa acknowledges the complexity of the transition plan where trust is central to its success. We strongly encourage the team to involve learners as a critical part of the team to be established, rather than an add-on group referred to at various points in the journey. This learner group should also be represented by diverse learners in our communities as we have indicated earlier. It is essential that Māori, Pacific, international and other diverse learner groups, such as those with disabilities, are involved.

Recommendation 8. Learner data warehouse and analytics service

Item 3. Learning analytics and reporting capability

We encourage the Group to refer to our work from 2017 – Building an evidence-base for teaching and learning design using learning analytics data led by University of Auckland. Outputs include a case study report of early adopters as well as full report.

Recommendation 9. Learning resource technology plan

We also direct the group to our benchmarking project from 2018 – Technology in learning benchmarking and developing sector capability – led by Synapsys with Ako Aotearoa and a eight tertiary organisations from ITOs, PTEs and TEOs.

Q4. Any issues that have not been considered in any of the report and should be?

We have provided a more in-depth response on Recommendation 4 on pages 14-15, to address some of the areas we thought missing from that section.

Vocational Ako Aotearoa project examples from page 15:

Industry-led:

- A collaborative approach to mentoring: A model for Industry Training Organisations and employers – led by Downer New Zealand with Connexis and Primary ITO.

Iwi-led:

- Ako Whakaruruhau – Implementing and evaluating good practice for Māori trade training – led by Te Tapuae o Rēhua (Ngāi Tahu) with Hawkins Construction (2016)
- Hutia Te Punga – Te Tapuae o Rēhua/Māori Futures Collective, with BCITO, University of Canterbury and Otago Polytechnic (2020).

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Working Group Five – Work Based Learning

Overview of our response

1. The work-based learning report appears to have been constructed with the consideration of a relatively low number of learner groups. Some important learner groups such as Pacific peoples, NEETS, foundation learners, international students, migrants, and those with disabilities are incompletely covered.

2. The risk of the same roles being transferred across the new structure exists. (e.g. Training advisors).

3. It is unclear if the transitions considered include changes between jobs and/or employers.

4. It is unclear as to whether the proposed programmes of study include degree-level apprenticeships as an alternate pathway in vocational education.[10]

Q1. What recommendations in the report you would prioritise and why?

- Re-prioritise based on relevance, utility, sustainability (OECD) and student voice, subsequent to a wider consultation and reconsideration. This approach may help reconsider the prioritization of the recommendation based on a relevant and logical method.

- Include Business New Zealand/regional branches in the design of work-based learning and models. The input or a process to integrate the requirements of this relevant organization/regional branches was not evident in the work-based learning report.

- Clarity and understanding around various models that are work-based learning (WBL) based, and the application and transitioning pathways between these models is a priority. Without understanding the model and its relevance and application, the positioning and orchestration of integral components to serve the needs of the various user groups (learners) will not occur effectively.

Q2. What recommendations you don't agree with and why?

Recommendation 2 – "Ensure the ITO Training Adviser capabilities of, business development, product knowledge, WBL assessment support systems pastoral care and learning support are retained to ensure apprentice, trainee and employer progression, trust and confidence".

- Maintaining the same model for carrying out this vital function in WBL situations is not appropriate. The different roles are well described in report 1

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[10] See the TEC-funded project, https://www.tec.govt.nz/news-and-consultations/archived-news/pilot-of-degree-apprenticeship-model-underway-in-new-zealand/

(and pulls in findings of Ako Aotearoa's research on Work-based learning). The role itself needs to be revised and adapted, to enable navigators and similar roles to adapt to the learner transitions between workplaces, learner situations, sector (e.g. NEETS, Foundation, disabled, migrant workers) complexities as well as individualized or personalized support.

- Learning advisors themselves should be educators by capability.

- A separate funding stream should support the development and sustainability of these roles.

- If this is not actioned, it is likely that a mere transference will bring with it the same disparities and disconnect which prevailed with the older systems.

Q3. Recommendations you think are missing and why they should be included?

We would like to see priority placed on the following three:

- Industries which offer opportunities as highlighted in the report (page 13- e.g. emerging industries, high value manufacturing)

- Dedicated interfacing role between learner-education provider-industry on a continuum should be considered (e.g. see our project SET for Work, SET for life, Te Tai Tokerau) for NEET/special needs/learners. Policies and funding for this role could be an extension of the Advisory role referred to previously or the navigator support

- Developing learner-friendly legislature/HR and work safe policies and practices and support systems in workplaces, covering the diversity of learners.

As well as:

- What about recommendations for higher levels, emerging and high value industries (the current report covers WBL for Levels 2 to 5, page 15)? These levels will also benefit from exposure and adaptation in the workplace for higher roles.

- Life-long learning pathways as a mechanism for continuity/sustainability (covered in 3 – pg 17 of the report), but no recommendations have frames around them.

- A scheme in place for building educator capability within the industries themselves. Cultural capability will be an important part in this.

- Industry-based, hands-on PLD at required frequencies for all teaching staff – relevant policies and funding.

Q4. Any issues that have not been considered in any of the report and should be?

- What is out of scope (e.g. Foundation learners, community-based learning? – Definition of WBL covers this, but it is appropriate to be stated specifically in the scope statement).

- Pacific and diverse communities appear to have a somewhat diminished profile in this report. Recommend the Working Group reconsiders this.

> Building industry-connected, educational and cultural capabilities across staff and leaders is essential for success.

A sample of Ako Aotearoa co-funded projects and resources in vocational, work-based and workplace teaching and learning:

Vocational Learning

- Creating digital stories to enhance vocational learning (2011) – A project designed to improve the vocational learning and literacy development of learners by engaging them more fully with course content through the creation of their own digital stories. Otago Polytechnic.

- SET for work, SET for life, Te Tai Tokerau (2019) – This project Investigated the need for a demand-led, collaborative and responsive Vocational Education and Training (VET) system through exploration of the SET for Life programme (a skills, employment and training programme run by The Skills Organisation). A collaboration between The Skills Organisation, Primary ITO, NorthTec and Te Matarau Education Trust in Te Tai Tokerau.

- Contextualising vocational programmes to match institutional and industry Settings: An automotive industry case study (2016) – This project identified barriers and solutions associated with delivering an automotive training programme package in different institutional and industry settings, in order to help tutors to tailor programmes to context and ensure consistency and relevant learning for students. A collaboration of Bay of Plenty Polytechnic, Eastern Institute of Technology, Christchurch Polytechnic Institute of Technology and Nelson Marlborough Institute of Technology.

- What are the characteristics of an effective learning journey for women entering trades? (2019) – this collaborative project identified the barriers and enablers for a wide range of women entering different trades; focusing on their learning journey and experiences to succeed. Led by BCITO.

Employability skills

- Employability and professional development: Counselling students' perceptions of counsellor education and beyond (2009) – This project examined the extent to which students who had completed a postgraduate distance counsellor education programme were prepared for: continuing development as reflective practitioners; professional employment; and gaining professional membership and appropriate progression in the guidance and counselling field. Massey University.

- Embedding employability in the curriculum (ongoing) – A two-year, action research project to discover, trial and share effective and efficient ways of embedding employability in the curriculum. The University of Auckland, University of Otago and the New Zealand Association of Graduate Employers.

- [Identifying authentic teaching strategies that build employability skills](#) (2019) – This collaborative project between seven Institutes of Technology and Polytechnics (ITPs) produced a toolkit of ideas and strategies to assist teachers in vocational education in embedding employability skills into their teaching practices.

Work-based Learning

- [Guidelines for using video to study workshop or work based trades learning](#) (2011) – This project was designed to help teachers/workplace trainers study the learning of trade skills and knowledge by students or apprentices in classrooms, workshops or in the workplace by using videos and the multimodal discourse analysis method. Christchurch Polytechnic Institute of Technology (ARA Institute of Canterbury).

- [Kia tene – off the cuff: Resources for field educators and social work students](#) (2011) – A project to explore, develop, pilot and produce a set of resources to support the learning of social work students in the field. Nelson Marlborough Institute of Technology (NMIT).

- [Maximising learning dialogue in professional field-based experiences](#) (2012) – This project investigated ways to develop genuine learning dialogue between practicum mentors/supervisors and their students. A collaboration of Bethlehem Tertiary Institute, WINTEC and New Zealand Tertiary College, with input from private practitioner, Richard Charmley.

- [Internships- more than enhancing graduate attributes and employability](#) (2018) – This one-year project, examined and analysed students' reflections based on their main activities, learning outcomes and overall experiences within a sport management and coaching Work Integrated Learning (WIL) framework. Massey University.

Regional focus

- [Enabling students to become life-ready, study-ready, work-ready in Tai Tokerau, Northland](#) (2017) – This project designed regional solutions to address barriers to a tauira (learner) completing their study and moving into mahi (work). A collaboration between Te Matarau Trust and NorthTec.

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Working Group Six – New Academic Architecture

Overview of our response

1. We agree that the work on academic structures is necessary, such as the work on academic regulations, but there does not seem to be the level of innovation that is needed to take advantage of the opportunities. A greater return will come from work on learning and teaching to improve outcomes for all learners and their teaching staff. There is also the need to support staff to be more effective teachers.

2. We are of the view that the current review of the regulatory framework offers excellent opportunities for de-regulation and rationalization of existing regulations with a focus in achieving outcomes through innovation. This opportunity must not be missed.

3. At present the composition of the Sub-committees reporting to the Poari Akoranga are not detailed, but Ako Aotearoa would suggest the representation of relevant external entities, including the SMEs and business sectors at this level too wherever possible. In addition, Ako Aotearoa recommends the representation of the student voice in the sub-committees.

Recommendations:

1. Establishment of Academic Board comprising staff and students
2. Proposed Academic Architecture for NZIST for 2020
3. Work-based national Sub-Committee and Komiti Ōritetanga
4. Draft Terms of Reference for Poari Akoranga approved by Council
5. Workplan presented for approval
6. Harmonisation project is implemented
7. Delegations to sub-committees
8. Resource development with Working group continued input.

Q1. What recommendations in the report you would prioritise and why?

- We agree with all the recommendations although we note the page number errors and assume the recommendations refer to other pages of the report.

- Recommendation 2 outlines the proposed structure on page 5 of the Report of the New Architecture Working Group. We welcome the Teaching and Learning committee.

- Recommendation 6: Harmonisation. Agree that the sharing of resources will create efficiencies that, if managed well, should improve collaboration across the sector.

- The priority should be Recommendation 5: a workplan with a focus on learning outcomes and development of staff.

Q2. What recommendations you don't agree with and why?

- While we agree with all the recommendations it is the overall approach that is missing as outlined below.

Q3. Recommendations you think are missing and why they should be included?

- Rather than add more recommendations there is an overall approach that is missing from the report. What is the overarching goal of the new academic architecture? The Academic Board needs to focus on student outcomes and work to empower and strengthen students and trainees.

- There needs to be more about the diversity of learners and what the Academic Board will do to achieve the enhanced learner outcomes the government is seeking.

- For instance, what works best for Māori learners? What will be done specifically to enhance learning and successful outcomes for Pacific learners?

- In this document, there is a need for more on innovation and new ways of working to contribute to sustainable change and success for learners, their communities and the nation. Part of this innovation will come from prioritising work that will focus on student outcomes.

Q4. Any issues that have not been considered in any of the report and should be?

- More is required about the consultation with learners and staff that will identify what is needed for learners, the barriers they face and how to address them. The forums of subject matter experts are a good start. There needs to be learner input through consultation, analysis of outcomes and testing of ideas.

- The representation of relevant external entities, including the SMEs and business sectors in the sub-committees where relevant as well as the student voice.

- The focus on issues of academic quality and programme and curriculum development such as academic regulations is necessary, however, there are greater priorities of focusing on learning and teaching improving outcomes for all learners. There is also the need to support staff to be more effective teachers.

> There needs to be more about the diversity of learners and what the Academic Board will do to achieve the enhanced learner outcomes the government is seeking.

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Working Group Seven – International Education

WG7 recommendations:

1. Adopt an operating model and strategy which sees the focus shift to Internationalisation and global mindset.
2. IES sits alongside NZIST Charter with pan-institution focus
3. Expert Leaders are present at every level of the organisation
4. Intellectual property and talent built by Subsidiaries is retained while bringing to life a more effective, nationally co-ordinated approach.
5. Incoming NZIST council and executive spend time with subsidiaries to understand what is working well and what can be leveraged.
6. Equip all learners for work in a global and multicultural context, embed internationalisation in culture; ensuring colleagues are aware of incorporating an internationalisation focus into curriculum, as well as learning and teaching activity.
7. Ensure all learners are consistently being enriched academically and culturally, by their internationalisation experiences.
8. Enable all learners to gain a sense of belonging from their internationalisation experiences.
9. Support the development of staff and colleagues as learners to ensure internationalisation capability and capacity for improving Aotearoa New Zealand's future social, culture and economic wellbeing.
10. Commit to funding model that supports aims of internationalisation to enable reinvestment and growth.
11. Leverage internationalisation to develop and deliver high-quality products, services and student wellbeing supports, and enable innovation and agility in internationalisation products and services.
12. Leverage the new connectivity between subsidiaries to promote learner mobility and internationalisation as a key contributor to all New Zealand regions.

Overview of our response

Q1. What recommendations would you prioritise and why?

Recommendation 1 is pivotal and the foundation for all the others as it represents a mind shift from what was previously regarded as international education … and it has a much wider definition and brief. Without this recommendation none of the others would follow on.

We would prioritise #9 ahead of #6.

Q2. What recommendations do you not agree with and why?

The report has been inspirational. It is succinct while having a high quality and far-reaching future-focus. Fostering peace and mutual understanding will create a world where opportunities to participate equally in society are just and equitable.

We don't disagree with any recommendations but see recommendation #3 being a crucial element to ensure buy-in at the highest level and the support both financial and structural across the country, across regions, across subsidiaries. This is needed to bring New Zealand educational opportunities at the higher education level into line with some of the world's best-known international education countries, such as those in Scandinavia and the United States.

> The addressing of professional development opportunities for all NZIST personnel is key to the success of the model.

Considering the repercussions associated with Covid-19, all recommendations will need to be put on hold until our international borders are re-opened. Focusing on the development of products and services per #11 for online delivery would be beneficial. Ako Aotearoa will support this initiative, particularly in relation to Recommendation 9.

Q3. Recommendations that are missing and why?

What to do about Covid-19 and the fact that local learners will not be able to leave the country nor overseas learners be able to enter the country for possibly a long time yet. There is also no recommendation about developing products and services in the absence of learners' fee income for the NZIST. As stated above, Ako Aotearoa will provide support to equip staff with the capability to move to Internationalisation.

The thorough coverage of the topic including risks and suggestions for mitigation made impressive reading. It was refreshing to see a positive view of both inbound and outbound international education, with the wisdom to consider what is currently working well, but insight into how cultural practices should be interwoven with international education, and both urban and rural locations equally forming part of the new model.

The addressing of professional development opportunities for all NZIST personnel is key to the success of the model. We are confident Global Scholarships won't be overlooked by Working Group Seven, as they look more deeply into the practical workings of this important area.

Q4. Any issues not considered that should be?

Covid -19 as it completely undermines the whole internationalisation potential across the whole world. It also means a downturn in the global economy and less affordability for people to move anywhere; and for cash locally to develop products.

It may be more difficult for New Zealand students to find equally safe environments to study globally. However, the report has been successfully developed both through face-to-face meetings and online channels (email, chat, Microsoft Teams, phone conversations, online VC meetings), and these ways of working are equally appropriate for students in the new world. More could be made of the opportunities that exist through "virtual" experiences.

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