



Ako Aotearoa: Reflections and Futures

October 2011



Today's Presentation

- Very brief introduction.
- Showcase some of the work we've supported over the past years:
 - Selena Chan, CPIT
 - Lynne-Harata Te Aika and Janinka Greenwood, University of Canterbury
 - Willem Fourie, MIT
- Discuss our future.



Who We Are

- Independent centre, currently funded primarily by a contract with TEC.
- National Office (Wellington/ Massey).
- Three Regional Hubs:
 - Northern Hub: Ruth Peterson, Auckland/ AUT.
 - Central Hub: Ian Rowe, Palmerston North/ UCOL.
 - Southern Hub: Bridget O'Regan, Christchurch/ Canterbury.

www.akoatearora.ac.nz

What we Do

- Provide funding for sector-led, practice-focused projects.
- Support collaborations and information-sharing.
- Specific initiatives and projects (e.g. AUSSE).
- Organisation-level advice to support change (e.g. *Project Transform*).
- Workshops focused on changing practice.
- Manage Tertiary Teaching Excellence Awards.
- Participate in national forums, working groups etc.

NARRATIVES OF APPRENTICES AND TRADE TUTORS BELONGING, BECOMING AND BEING

Selena Chan
NZITP conference
October 2011



Projects



NPF
NATIONAL PROJECT
FUND
AKO AOTEAROA

Final report

Belonging, becoming
and being: First-year
apprentices' experiences
in the workplace

Selena Chan

AKO AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

CPIT
TE Kaitiaki o Te Mānaki

Perspectives of new trades tutors:
Towards a scholarship of teaching and
learning for vocational educators



Selena Chan
November 2009

CPIT
CHRISTCHURCH POLYTECHNIC INSTITUTE OF TECHNOLOGY Te Wānanga o Ōtautahi

RHPF
Southern
REGIONAL HUB PROJECT
FUND
AKO AOTEAROA

Belonging, becoming, and being a
baker: A process and roles of
apprenticeship

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Thesis submitted in fulfillment of the requirements of the degree of Doctor of Philosophy

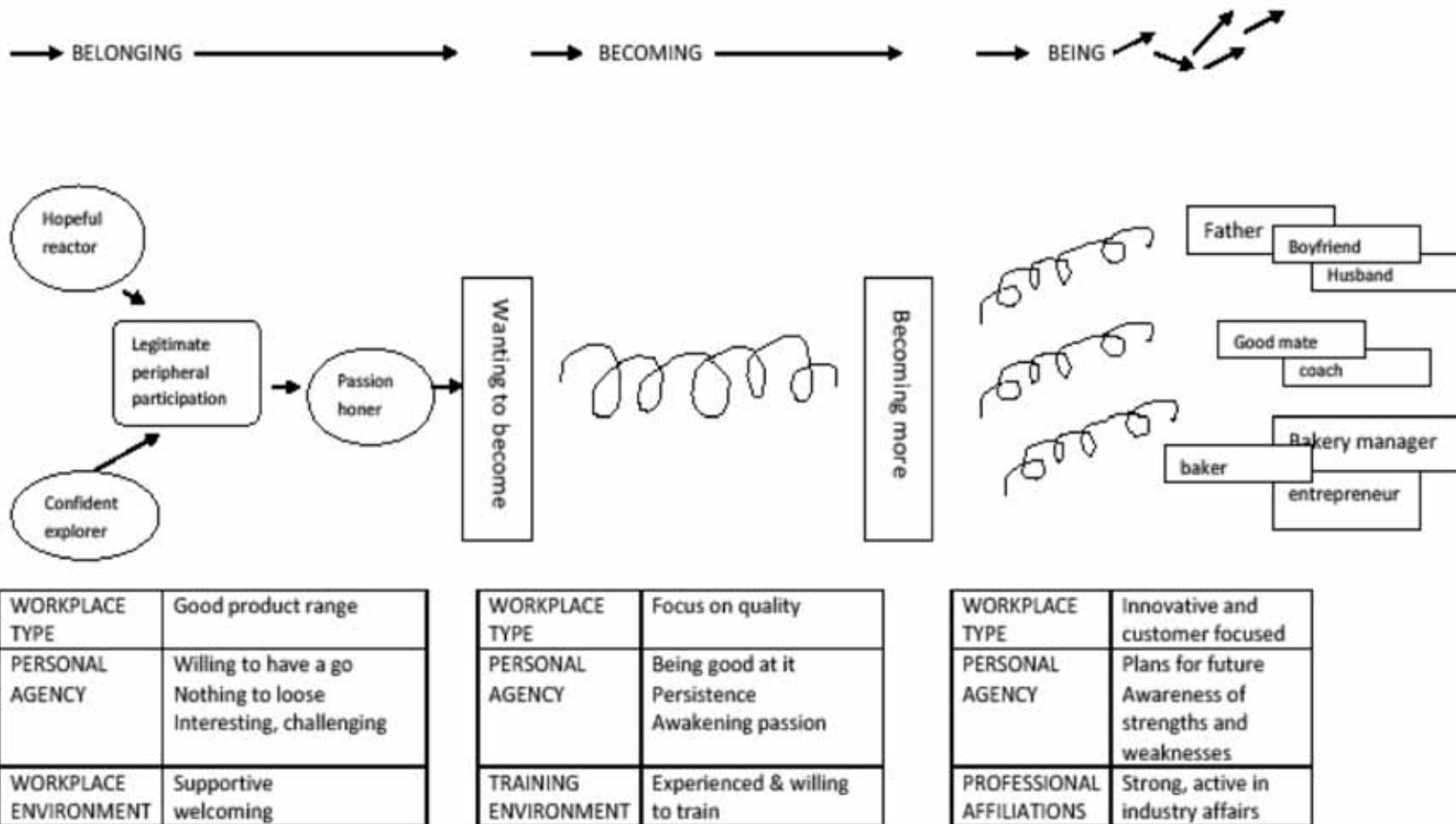
Submitted May 2011



Concepts of vocational identity formation

- ▣ **Identity formation** – aspects of subjectivity (Billett, Fenwick & Somerville, 2006) but applying the work of Vygotsky (Penuel & Wertsch, 1995)
- ▣ **Communities of practice** (Wenger, 1998) – engagement, imagination & alignment with community, practice, meaning & identity
and **Practice of a community** – (Gherardi, 2010)
- ▣ **Learning as becoming** (Hodkinson, Biesta & James, 2008)
- ▣ **Boundary crossing concepts**
(Engestrom, 2004; Manathunga, 2007)

Model of belonging, becoming and being



Key findings – bakery apprentices

▣ **Belonging to a workplace**

- precursor to legitimate peripheral participation
- role of 'proximal participation'



▣ **Becoming**

- external conferment of vocational identity before self-inference
- workplace influences
- dependent learners to independent craftsperson

▣ **Being**

- deep engagement engenders passion
- individual choice able to circumvent workplace learning limitations
- transformation of occupation identity into a form of 'vocation'

Key findings – first year apprentices

- ❑ 251 participants – 116 'pre-trade' students, 101 apprentices (56 interviewed) and 34 'discontinued' (interviewed)
- ❑ Importance of **matching 'vocational imagination'** (Higgins, 2010)
- ❑ Establishing a **sense of belonging**
- ❑ Maintaining **engagement and momentum** towards apprenticeship completion



BEING AN apprentice



Welcome, if you are reading this brochure, you will be thinking about becoming an apprentice to learn a trade.

So what is it like being an apprentice? Many other young people have done this apprenticeship and here is some advice from them.

What does an apprenticeship involve?

- There are many advantages to beginning and completing an apprenticeship. Some of these are:
 - You learn a trade while earning wages, so you do not have to have a student loan.
 - You get an internationally recognised qualification when you complete.
 - You learn skills that employers want.

Is an apprenticeship right for me?

Before you sign into an apprenticeship, talk to your whānau, friends and teachers about why you want to begin an apprenticeship. Here are some ideas of what to discuss.

- Are you sure about becoming a trades person?
- Have you found out what the work will involve? If not, find out more before you commit yourself to the work.
- Have you completed some work experience in a similar workplace? If not, try to get a few days of relevant work experience.
- Do you have family or friends who work in the trade? If yes, ask them to tell you more about the different types of work available in the trade.
- Have you worked out WHY you are interested in an apprenticeship in a certain trade? If yes, do you look at the career opportunities beyond the apprenticeship? If not, think through what your main reasons are for obtaining an apprenticeship.
- Have you looked at the advantages and disadvantages of the trade? Do the advantages of and future of working in the trade outweigh the disadvantages?

Find the right employer

If you are sure you want an apprenticeship, use the following to help you find an employer who will be able to offer you an apprenticeship. Ask your whānau, friends and teachers for help with these questions.

- Has the employer taken on other apprentices?
- Are there other apprentices employed in the business?
- Are there more apprentices than other workers?
- Will the business provide the range of skill training you will need to be a trades person?
- If the employer has not taken on an apprentice before, find out if they are familiar with the current apprenticeship system.



How is your apprenticeship supported?

Various organisations and agencies support you through your apprenticeship. These include:

In an industry training organisation (ITO) set up by the industry you are apprenticed to. ITOs will provide you with a support person. An ITO also manages your off-job training and records your on and off-job assessment results.

If you are under 21, you may be eligible for support from a modern apprenticeship coordinator. Your modern apprenticeship coordinator will help you set up a training plan. They will also visit you at work to make sure your employer is providing enough training and assessment opportunities for you to meet your training plan.



Start off on the right foot

When you discuss the option of beginning the apprenticeship with an employer, ask the employer the following questions and check that these details are included in your employment contract.

- Your hours of work
- OHS work requirements
- The pay/wage structure. Will your pay increase as you progress through your apprenticeship?
- Who pays for my uniforms and tools?
- Who pays for off-job training? These may be courses, block courses or correspondence courses.
- What happens when you attend off-job train to attend?
- If you have to travel away to attend block or for travel and accommodation?
- What support is available as an apprentice?
- Will you also be eligible for support from a modern apprenticeship co-ordinator?
- Your rights as an apprentice

Be a responsible apprentice

As an apprentice, you have responsibilities to yourself and your employer. By taking charge of your apprenticeship journey, you will be well on the way to completing a qualification and becoming a trades person.

Apprentice responsibilities include:

- Willingness to work and learn
- Turning up for work on time each working day
- Maintaining your work tools
- Completing work properly and to required standards
- Understanding and keeping to your training plan
- Maintaining good workplace relationships
- Making regular contact with your workplace trainer/assessor, training coordinator or ITO support person
- Attending off-job training as directed by your employer or ITO



Becoming a trades tutor

- ▣ 13 male tutors from 5 Polytechnics teaching in 8 trades
- ▣ Age range 27 to 63 – average 40 years
- ▣ Over $\frac{1}{2}$ left school with minimal school qualifications but all have at least trade certificate
- ▣ All held positions of responsibility before beginning teaching





I think I am both because I can't be one without the other really. And I need to maintain my integrity in having student respect by still being an electrician. So as far as work goes, I am a tutor but I still need that recognition as electrician. The thing is they still need to wire a house say, they still need someone to instruct them how to wire up a house. I got to still be a sparky. (Arana)

Key findings – new trades tutors

- ▣ 13 male tutors from 5 Polytechnics teaching in 8 trades
- Motivation for **entry into teaching**
- **Concepts of teaching** in an ITP as compared to training in the workplace
- **Identity formation** as trades teachers
- Suggestions for the **improvement of teacher training** courses at ITPs
- **Support for new tutors** not always available

Common threads through the studies

- ❑ Enhancing the **belonging and becoming process** for workplace learners
- ❑ Helping people **belong and become what they want to be**
- ❑ Support for **boundary crossing vocational identities**





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Choose a [job](#) you love, and you will never have to work a day in your life. *Confucius*



Hei Tauira

Success for Maori in tertiary education



Janinka Greenwood & Lynne Harata Te Aika
University of Canterbury

Research and Practice

Original project: Collaborative investigation of practice in 4 programmes

Ako Aotearoa summaries: application to practice across all tertiary institutions

Presentations: invitation to individual institutions to examine, adapt, change own practice

Workshops: catalyst for change and further research

Hi all
As a direct result of the Hei Tauira workshop conducted at Wintec, Paula Jackson (Head of Wintec's School of Ed) developed a job description centred on the five principles of Hei Tauira. Kingi Kiriona, Maori Achievement Manager, is now working on a document to help managers across the whole organisation to plan for 2012, and this document will also reflect the Hei Tauira model.

Regards
Ruth



Approach to the research

- Kaupapa Māori
 - Tino rangatiratanga, capacity building, reciprocity, tikanga
- Turning away from deficit theorising
 - Māori views of success (and of potential)
 - Tauira
- Whare kōrero: Co-construction of narrative
- Sites, number of people

HEI TAUIRA

Teaching and Learning for Success for Māori in Tertiary Settings

Researchers:
Janinka Greenwood & Lynne-Harata Te Aika
Funded by Ako Aotearoa

Methodological approach - *He whare whakairo; he kōrero tuku iho*

We adopted a methodology that aligns comfortably with Māori cultural perspectives.

Co-investigation and co-construction of narrative allows participants to not only have a voice in the research but also to exercise rangatiratanga about the work, its multiple purposes and its outcomes. Such collaboration is compatible with kaupapa Māori research which asks that Māori research be used for Māori development and not only in the interests of the mainstream.

Four case studies - *Mā tau rourou, mā taku rourou, ka matau ai te iwi.*

The 'tauirā' we present emerge from four case studies: Social Services programmes at NorthTec; contemporary Māori art programme Toihoukura at Tairāwhiti polytechnic; foundations courses in e-learning at Te Wānanga o Raukawa and language revitalisation for teachers, Hōaka Pounamu, at the University of Canterbury.

Each of these courses was selected because of the high participation of Māori and their high rate of successful completion. In addition, in each case the institution involved identified the programme as a successful one and iwi valued it, albeit in some cases they looked for further development.

Not only do the cases represent different fields of study and four differently positioned institutions, but they also offer a geographical spread and they engage with different iwi.

The food of chiefs is talk - *Ko te tā te rangatira kai, he kōrero!*

In each site we interviewed administrative leadership, teaching staff, students, and members of iwi, community groups and wider whānau. In all we interviewed over a hundred people. The result is a collection of 'thick descriptions.'

The detail of the woven 'whāriki' of discussion is important to our understandings of how the participants view the issues challenges and elements of successful practice within each of the four sites. Success is essentially a holistic concept not just the sum of itemisable elements.

The aim of this study is to investigate *tauirā*, exemplars, of success for Māori in tertiary education.

Much previous research about Māori achievement in education, both tertiary and the school sector, has focused on the under-achievement of Māori, highlighting a gap between what is achieved by the population as a whole and what is achieved by Māori. This study focuses on examples of success.



Findings - *Ngā Pūtanga*

Key factors that lead to success for Māori in tertiary settings.

- A high level of iwi support
- Strong institutional support
- Active consultation with iwi and engagement of iwi with the programme
- A clear professional or vocational focus
- Accommodation of students' varying level of entry and needs
- Insistence on high standards
- Recognition of students' emotional and spiritual needs as well as academic needs.
- Affirmation of students' connection to the community
- Creation of teaching spaces appropriate to the field of studies
- Implementation of tikanga Māori and Māori concepts and values
- Strong, clear-visioned and supportive leadership
- Significant Māori role models
- Teaching staff who are also prepared to learn
- Teaching staff who have professional credibility in their field
- Respectful and nurturing relationships with students
- Opportunities for students to redress previous unsatisfactory schooling experiences
- Opportunities for students to develop effective learning strategies
- Tuakana-teina relationships between students
- A personalised and preferably iwi based induction.
- The importance of a graduation that involves whānau and community
- Strategic reduction of financial barriers to learning

A number of overarching themes emerge that characterise a Māori approach to tertiary education - *He tāhuhu kōrero:*

- In Māori terms education is valued as a communal good not just a personal one.
- Māori models of sustainability or kaitiakitanga involve not only conservation of resources but also guardianship of land, language, history and people.
- The learner is a whole and connected person as well as a potential academic.
- The development of space where Māori values operate becomes a "virtual marae".
- There are tensions to be navigated between institution drivers and iwi goals.

Tatari ana tēnei whare kia oti ngā mahi whakanikoniko e koutou!

Toko-ā-lwi;
Toko-ā Wānanga #

Tikanga #

Pūkenga #

Ako #

Huakina te tatau #

Impact of Iwi Support

High level of iwi support of a programme impacts on:

- way Māori students perceive their programme,
- sense of ease and safety experienced by Māori students and Māori staff,
- access to Māori content,
- programmes' ability to promote their courses to Māori and recruit students,
- perceptions of future vocational success,
- institution's and programme's ability to contribute significantly to the capacity building of the community as a whole. <#>

Pūkenga

- Knowledge & skills of all staff involved
 - subject area and profession
 - tikanga
 - community
 - credibility
- Leadership
- Including and valuing local knowledge
- Development and succession planning
- Role of non- Māori <#>

from Toihoukura:

‘We don’t pay for that. These things are evolutionary, and a koha: a koha of knowledge comes out from the school to the community and a koha of knowledge comes back in.’

Tikanga

Integration of Māori and iwi values and protocols

- “There’s more than just the surface design: there’s a spiritual side too”:
 - what are the aspects of spirituality in your trade?
- Course induction and formal proceedings
 - building the classroom community
 - building the daily working environment
- Iwi community engagement
- Relationships in classroom and learning environment
 - students are manuhiri, and representatives of their iwi and hapu:
 - “It’s about the relationship thing”
- Tikanga and local iwi knowledge in content
- Support of Pākehā peers and colleagues
 - What expectations can you have of Pākehā students joining in?

#

- “I see us as very accessible to our students and I think that’s what makes a difference”.
- “It is about establishing a relationship with your students and showing you want to know their whakapapa, connecting with their whānau.”

Ako

Tuakana - teina

- Students and teachers

Students come with varying level of entry skills and needs.

- Staircasing of courses , multiple pathways

Appropriate and authentic learning contexts

- integration and flow of spaces, times and projects
- setting to match place of future work
- educating wider whanau
- working with regional marae on iwi projects <#>

What students bring to each programme is as important as what their teachers bring.

“Being here, you get input from every student.”

“Most of our students haven’t had the greatest time at school, nor have their parents.”

“I only went to school for my art. I bunked all my other classes.”

“I think I have grown through having access to all this academic stuff. I love knowledge.”

Accommodation of student needs does not preclude an insistence on high standards.

Huakina te tatau

- Opportunities for students to redress previous unsatisfactory schooling experiences
- A personalised and preferably iwi based induction.
- The importance of a graduation that involves whānau and community
- Strategic reduction of financial barriers to learning

#

Enhancing Nursing through Dedicated Education Units

Willem Fourie (PhD) & Bev McClelland (MHSc)



AOTEAROA
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A Community Partnership





Background to the Project

- CMDHB and MIT partnership
- Collaborative Nursing Development Unit (CNDU)
- Mutual desire for quality learning experiences
- DEU originated in Australia – 2007 CPIT and CDHB
- 2008 - CNDU explored various models to support students' clinical learning
- 2008 AKO application for National Project Fund
- 2009 - 2 DEU's Middlemore Hospital.

Project Team

- Willem Fourie (Project Leader), MIT & Beverley McClelland (Project Leader), CMDHB
- Doreen Mak, CMDHB
- Derlys Jones, CMDHB
- Denise Kivell, CMDHB
- Allison Lovelock, MIT
- Debbie Penlington, MIT
- Sheona Watson, MIT



Project Funding: \$94,044 GST exc.

Project Commencement Date: 2008

External Evaluator: Rose Whittle CPIT



What is a DEU?

- Quality clinical learning
- Optimal teaching and learning environment for clinical practice
- All staff in a DEU are strongly focused on teaching and learning
- Appointed Clinical Liaison Nurse (CLN) and Academic Liaison Nurse (ALN)
- A sense of belonging



Objectives of the DEU Project

- Evaluate the model's potential ability to support undergraduate nursing students within CMDHB
- Recommend model's suitability to ongoing undergraduate nursing clinical education
- Build team research capacity between MIT and CMDHB
- Document DEU implementation process
- Key outcomes for AKO funding:
 - Milestone reports and Final report
 - Guide on how to do a DEU including an online version
 - Dissemination of the research findings

Methodology



Action Research Cycle 1

Phase 1 (July 2008 – November 2008). Reconnaissance

Phase 2 (November 2008 – February 2009). First Action Plan

Phase 3 (February 2009 – May 2009). Implementation of Plan

Phase 4 (February 2009 – June 2009). Reflection, Monitoring & Evaluation

Action Research Cycle 2

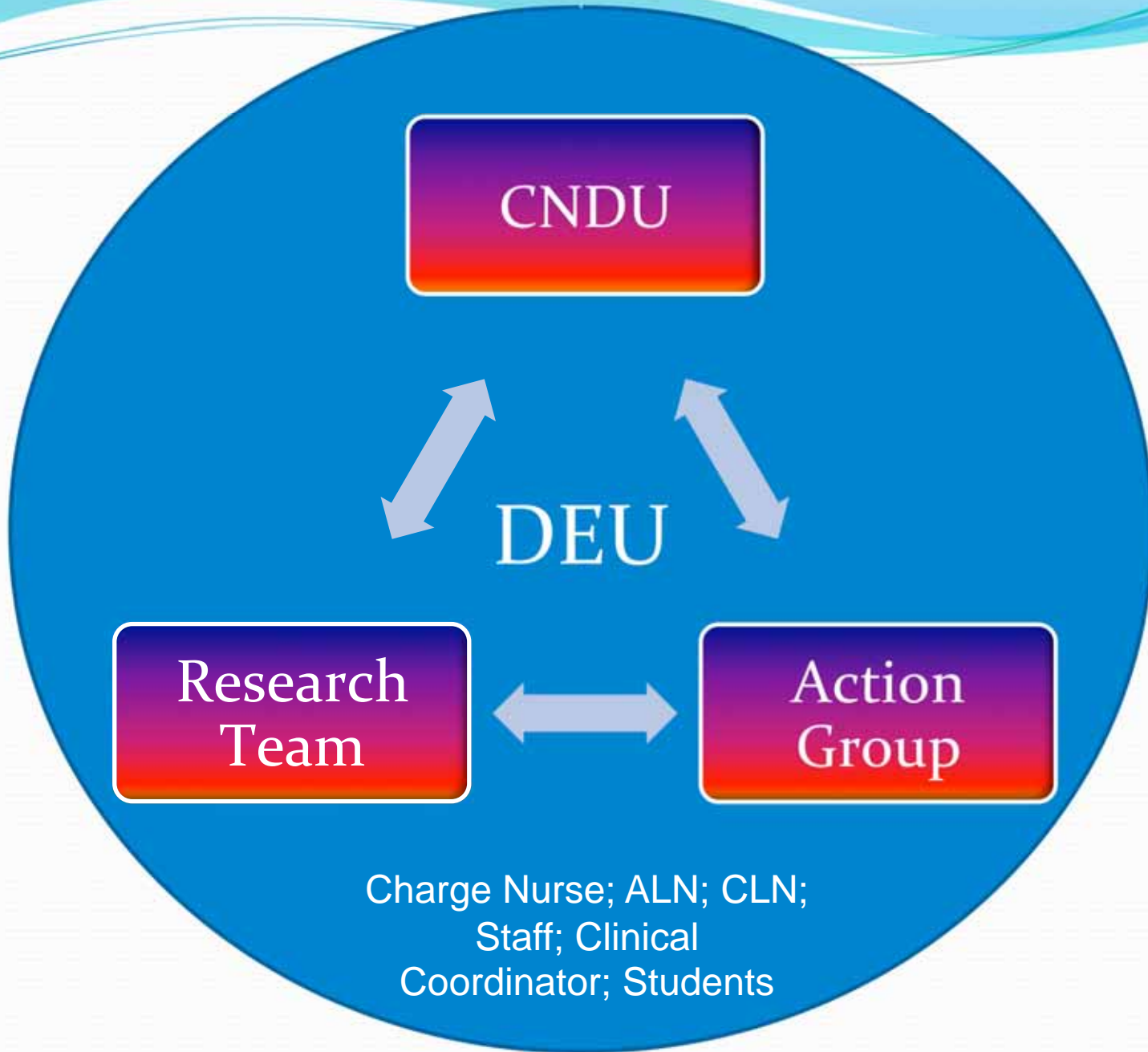
Phase 1 (June 2009 – July 2009). Second Action Plan

Phase 2 (July 2009 – November 2009). Implementation of Plan

Phase 3 (July 2009 – December 2009)

Reflection, Monitoring & Evaluation
Phase 4 (December 2009). Final





Data Collection

- Focus Group Interviews
 - 5 with students; 2 with staff; 2 with the action group; and 1 focus group with the CNM
- Journals
- Minutes
- Midway questionnaires
- End point questionnaires



Themes

- Orientation and Planning
- Roles within the DEU
- Teamwork
- Support
- Students learning needs and feedback



Lessons Learned

- Appointing CLN and ALN
- Funding before the commencement of the DEU
- Action Group
- Workload of the Undergraduate Coordinator and Clinical Coordinator
- Keeping the momentum going
- Celebrating success
- Fair opportunities for all students to be part of a DEU
- Integrating two models in a teaching team
- Research
- Documentation and record keeping



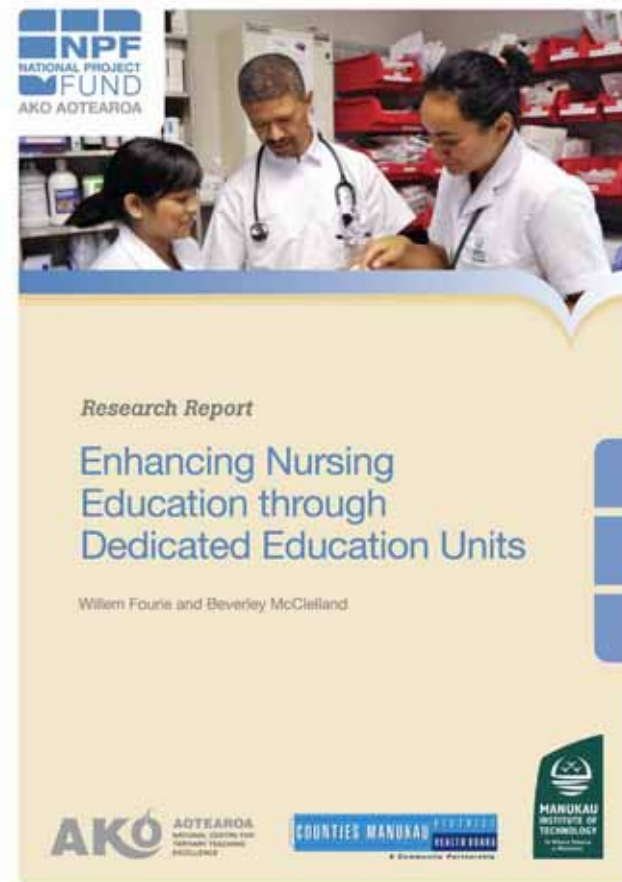


Recommendations

- The current Action Group and Governance Group structure remains with representation from both CMDHB and MIT
- Consideration is given to further engagement of the multi-disciplinary team.
- Further educational strategies should be considered to support reflection and critical analysis by students.
- Further research to explore feedback within the DEU; the impact on patient outcomes, student success and progression and staff retention.

Acknowledgement

- Participating BN students
- DEU Staff
- Action Group
- AKO Aotearoa - National Project Fund
- CMDHB & MIT
- CPIT & CDHB





A New Business Model for Ako Aotearoa

The Challenge

Minister Joyce has asked that Ako Aotearoa consult with the sector about a new business model that will allow the organisation to develop in the future.

We need to

- be more ambitious and grow the business
- gain a greater financial contribution from the sector

But first, let's affirm ...

Our Mission: ... to achieve the best possible learning outcomes for students

Our strategic themes:

- Enhancing service standards of institutions and teachers across the whole tertiary education sector
- Evidence-based enhancement of practice
- Support for Māori educators and learners through an Ako framework
- Support for Pacific Peoples' advancement
- Hearing and acting on the learner voice
- Working in partnership across the sector
- Promoting discussion on teaching and learning

How are we consulting?

- Phase 1: September 2011
 - Interviews with 6-8 key informants
 - Discussions with Board, Māori and Pacific Peoples Caucuses, staff.
- Phase 2: October
 - Interviews with 30+ informants from across the sector
 - Online survey + online discussion forums
 - Sector group discussions (such as this)

What are our options?

- 1. Become a voluntary subscription membership organisation for TEOs.
- 2. Become a voluntary subscription membership organisation for individual tertiary teachers
- 3. Become an organisation fully owned by the sector and resourced through a levy on EFTS and STMs
- 4. Merge with an entity with comparable business interests
- 5. Look to secure income from charitable foundations/trusts or.....

The remaining options

- 6. Seek a significant contribution in funding from the sector for a selection of services
- 7. Is the status quo an option?

Three classes of funding for Ako Aotearoa services

- **Fully Funded:** Wholly or substantially funded by Ako Aotearoa
- **Fund Matching In Kind:** Shared funding by Ako Aotearoa and the institution or team where the institution's contribution is largely in kind rather than cash
- **Charged Out:** Partly or wholly funded by the institution, team or individual accessing the services

What should be fully funded?

- Tertiary Teaching Excellence Awards & Academy
- Most of the communication and knowledge dissemination services provided via the website and through other media
- Commissioned research where the outcome is being sought for the wider benefit rather than for the participating institution

When might we seek fund matching in kind?

- Research projects where organisations already make a significant contribution
- Institutional development/transformation projects

The level of fund matching might vary depending on the nature of the service

When might we expect to recover all or most of our costs?

- Offering contract services to institutions
- Undertaking commissioned work on behalf of other agencies
- Professional development and/or credentialing services
- Conferences, workshops, presentations
- Selected publications
- Offering infrastructural or support services on behalf of the sector, e.g. an ePortfolio

How will these changes affect Ako Aotearoa?

- A shift in our client focus from individual teachers to institutions working with teachers
- A shift from researcher-initiated to commissioned research
- Less focus on learning what we don't know about teaching and learning and more on helping institutions and teachers implement what we already know
- Assigning priority to the government's strategic goals for tertiary education

How will these changes affect ITPs?

- How might Ako Aotearoa really make a difference for your sector under this model?
- Which of our current services would you be willing to pay for?
- What new services would you be prepared to pay for?