

Welcome to the LIMELIGHT

June 2017

This newsletter puts tertiary teaching and learning in the limelight and links you with all the latest news from the members of the Ako Aotearoa Academy of Tertiary Teaching Excellence.

A note from the Vice President

Tēnā koutou and welcome to the first issue of Limelight for 2017. Limelight provides the Ako Aotearoa Academy of Tertiary Teaching Excellence the opportunity to share inspiring stories and innovative teaching strategies from the New Zealand tertiary teaching sector.

This year will see a shift in location for the annual Ako Aotearoa Academy symposium with my home town of Dunedin playing host. The symposium will take place at St Margaret's College from 27 - 29 November 2017. In addition to the new venue, and based on feedback from the last symposium, the format for the symposium will be different in 2017. In the past many of our sessions have been offered to Ako Aotearoa Academy members only, but this time we will be having open sessions on the Monday (27th) and Tuesday (28th) for educators and teachers from across the whole tertiary sector to attend.

As a member of the inaugural symposium in 2008 I have had the pleasure to experience some amazing and inspiring presentations from many of the teachers in the diverse landscape of the New Zealand tertiary teaching sector. I have often left these presentations feeling personally and professionally re-energised and armed with a toolkit of new and exciting teaching strategies. It fills me with immense pleasure and excitement that many of our fellow teaching peers will be able to join us in 2017 and collectively we will be able to share our thoughts and practices in the pursuit of excellent pedagogy.

As such, I am hoping that the symposium in November will be an opportunity to meet old and new faces from both inside and outside of the Ako Aotearoa Academy. Concurrently it will allow Dunedin the opportunity to offer some heart felt Manaaki to our fellow teaching peers, whilst allowing a first-hand experience of some of the southern "scarfie" culture which is a core fabric of this beautiful southern city.

Nāku, nā Adrian Woodhouse



The consequences of disobedience

In late March Welby Ings' new book *Disobedient teaching: Surviving and creating change in education*, was published by Otago University Press. Within two weeks of its release it had sold out, and due to international orders by May it was into its third printing. The success of the book Welby attributes to its stand against the marginalizing of the humanity of teaching and our national obsession with testing and reporting. In *Disobedient Teaching* he calls for higher levels of teacher agency that operate away from the restrictions of performance indicators, predetermined criteria and tick-box reporting.

Using examples drawn from his experience as a primary, secondary and tertiary teacher, the book examines creativity, assessment, passion, success, and how teachers influence change. Welby has long been an outspoken critic of New Zealand's anxious micromanaging of teachers and learners. He has also argued against successive governments' lack of trust in teachers and their uncritical political obsession with accountability and reporting.

He says, "I wrote the book to put an arm around the shoulders of innovative teachers who often feel constrained or alienated because they question. I wanted to create something that would support, in a very humane but critical way, the transformative nature of teachers who think, critique, defy and act."

In the few months since the book's publication, he has been invited to a range of writers' festivals and asked to deliver keynote addresses at a variety of conferences ranging from the 2017 International Defence ILL Conference, the Australian and New Zealand Art Educators' Conference, the 2017 NZEI Annual Conference, and the 3rd International Conference on Post-disciplinary Approaches.

Want to know more? Email welby.ings@aut.ac.nz



Māori research group at the University of Canterbury wins national award for education research excellence

The New Zealand Association for Research in Education (NZARE) has presented its 2016 Group Award for education research excellence to UC's Te Rū Rangahau: The Māori Research Laboratory, for high quality research involving Māori. NZARE recognises excellence in educational research through its awards and grants programmes.

The citation describes Te Rū Rangahau as 'a pivotal part of the development of Māori research' at UC. It recognizes that a key feature of Te Rū Rangahau's success is its foundation in Te Ao Māori. It is Māori-led and exemplifies how Mātauranga Māori can be woven into traditional Western research approaches to realise more meaningful research outcomes. Victoria University Education Professor Wally Penetito has said of the lab '... its researchers, its activities, and its mauri abides by the essence of concepts and values from Te Ao Māori' and in doing so 'makes a valuable contribution to local, national and international research.'

In accepting the award, the Director of Te Rū Rangahau, Professor Angus Macfarlane said that 'It is fitting recognition of the range of research projects that have been conceptualised and theorised by the research team, then expanded beyond the campus and into the tribal and national communities. It is also 'home' for many postgraduate scholars – Te Rū Rangahau takes seriously its responsibility to grow Māori and indigenous talent.' It does this through collaboration, building connections and networks with researchers located throughout Aotearoa and internationally, resulting in engagement in a large number of projects.

For further information please contact Margaret Agnew, Senior External Relations Advisor, University of Canterbury, margaret.agnew@canterbury.ac.nz



UC's Te Rū Rangahau: The Māori Research Laboratory includes: (seated, from left to right) Dr Amy Scott, Professor Angus Macfarlane, Professor Gail Gillon, Melissa Derby, (standing, from left to right) Te Hurinui Clarke, Dr James Graham, Rachel Martin, Dr Richard Manning, and Tufulasi Taleni.

Students as partners

In May, a team from Victoria University travelled to Hamilton, Ontario for the McMaster Change Institute: Students as Partners. Team members were Marc Wilson, Kathryn Sutherland (author of Ako report Success in Academia? the experiences of early career academics in New Zealand) and two students, Isabella Lenihan-Ikin (VUWSA Academic Vice President) and Brad Olsen (student representative on Academic Board). The four-day meeting involved eight 'teams' from as far afield as Norway, Australia, the United Kingdom, as well as from other parts of Canada, working on their own projects, but under the umbrella of Students as Partners.

Adopting the perspective of Students as Partners involves exploring the idea that students and academics can 'co-learn, co-design, and co-develop'. The teams included a mix of academic staff and students, facilitated to co-develop their projects. The projects ranged from co-developing an economics course syllabus through to the Victoria University project - an exploration of the meaning of civic engagement as a curriculum-wide principle.

The Institute is structured with framing sessions to introduce the principles and practice of Students as Partners, designing and managing a sustainable project, project evaluation, as well as interactive sessions intended to help clarify project issues. For instance, imagine 45 minutes to develop a 'rich picture' of your project - which can be a flow-chart, a three-dimensional model of a house, or (in our case) two dice representing the flip sides of civic versus university.

We returned with more ideas than we left with, and heartily recommend the process. Thanks to our team, next year's Institute will include spaces for walking work - we just had to get out occasionally to wander and talk through the project. While we went to Canada to advance our civic engagement project, we came back having seen how well and productively Students as Partners can work, and we're looking at ways to embed (by stealth if need be) what will be, for some people and some institutions, a rather controversial idea.

For more information:

Healey, M., Flint, A. and Harrington, K. (2014) *Engagement through partnership: students as partners in learning and teaching in higher education*, Higher Education Academy, York.

Healey M., Flint, A. and Harrington, K. (2016) *Students as partners: Reflections on a conceptual model*, Teaching and Learning Inquiry 4(2), special section, 13pp.



The inaugural world summit of the International Federation of National Teaching Fellows (IFNTF)

The International Federation of National Teaching Fellows (IFNTF), established in 2016, is an independent organisation of the world's teachers who have gained national recognition and an award for their excellence in learning and teaching. The IFNTF held its inaugural summit 'Defining Teaching Excellence within the Disciplines' in Birmingham, England from 16 - 18 February of this year.

The Summit was attended by 60 delegates from the UK, Canada, Australia and New Zealand. There were some inspirational speakers, not just among the keynotes. New Zealand had three representatives (as did Australia): Selene Mize (Otago University), Rena Heap and Christine Rubie-Davies (both Auckland University). A delegate from each invited country (the UK, Canada, Australia and New Zealand) gave a keynote address, all of which were well-received. The book of abstracts can be viewed here <http://www.ifntf.org/worldsummit>



The Executive Committee of the IFNTF has been in touch with similar national organisations in Ireland and Israel and they will be invited to the next Summit. A book is being planned arising from papers presented in Birmingham. The next Summit will be held in Halifax, Canada in April or May 2018. The event is being timed to coincide with an anniversary celebration at Dalhousie University and will be organised by Srini Sampalli. So keep that timing in mind when you are thinking of conferences for next year.

Want to know more? Email c.rubie@auckland.ac.nz

A Living Laboratory for post-earthquake Christchurch

The Christchurch rebuild is now proceeding apace, and there is a great deal of visible change in and around the city, in the centre in particular. There is also a lot happening at community level, and the new earthquake recovery agency, Regenerate Christchurch (which replaced CERA, the Canterbury Earthquake Recovery Authority, in 2016), is coordinating a much more people-focused set of actions to 'co-create' the city's future. It's an exciting time to live here!

In April, I officially retired from the University of Canterbury, partly to find more time to work on city projects. This year Regenerate Christchurch is leading a process of regeneration planning for the residential red zone, now known as the Ōtakaro-Avon River Corridor, a vast area of 600 hectares. It was so badly damaged in the quakes that almost all residents were bought out by the Crown, leaving a long tongue of unoccupied land between the city centre and the sea.

Regenerate Christchurch has identified seven objectives for the future of this corridor, covering a range of social, economic and environmental goals. The sixth of these is 'to establish a world-leading living laboratory, where we learn, experiment and research; testing and creating new ideas and ways of living'. One of my new activities in the city is to develop 'a concept proposition' about this for Regenerate Christchurch, to form the basis on which the living laboratory can be turned into reality.

It's a great role that is very much in keeping with the practices of community-based learning that I have developed over the years, and which featured prominently in my TTEA portfolio in 2009. The concept is to include multiple institutions at primary, secondary and tertiary levels, as well as the wider public and overseas students. It's intended to cover longitudinal programmes of research, areas of social and environmental experimentation, outdoor classrooms and citizen science. I'm keen to talk to anyone in the Academy who would like to discuss the idea of the 'living laboratory' and in particular how we might design a set of actions to give life to the concept.

Want to know more? Email eric.pawson@canterbury.ac.nz



Professional standards and recognition of tertiary teaching

Dr Stanley Frielick, Director, Ako Aotearoa

Debates around qualifications and accreditation schemes for university teachers have been on the agenda in New Zealand since the late 1990s, but with little tangible action until 2012 when Ako Aotearoa commissioned a discussion document on an accreditation scheme for tertiary teaching. This document proposed a scheme similar to that currently operating in the UK, where the Higher Education Academy (HEA) provides a four-tier accreditation process linked to the UK Professional Standards Framework (UKPSF) for university teaching. For more information about the benefits and process see - <https://www.heacademy.ac.uk/individuals/fellowship>.



The HEA scheme is now global, with over 88,000 fellows worldwide—including 86,000 in the UK and nearly 1,000 in Australia. Ako Aotearoa is currently supporting projects at AUT and Unitec that provide staff with the opportunity to gain professional recognition through the HEA. Massey University and AUT are subscribing members of the HEA, and along with Ako Aotearoa are founding members of the HEA Australasian Strategic Advisory Board.

NZ now has over 90 fellows, and interest in the scheme is gaining momentum following a seminar by Alison Robinson-Canham from the HEA in Wellington on 08 June (see <https://ako.aotearoa.ac.nz/public-seminar-alison-robinson-canham-for-a-link-to-the-recording>).

The recent Productivity Commission report on 'new models of tertiary education' contained recommendation 14.7—that NZ should develop frameworks of standards for tertiary teaching to recognise and reward capability, and that these should incorporate effective modes of teaching for Māori and Pacific students. AUT have developed a bi-cultural version of the HEA framework known as Ako Aronui that could have wider applicability as we explore models fit for the NZ context. Ako Aotearoa has a key role to play in how such frameworks can be further developed and supported. AUT have developed a bi-cultural version of the HEA framework known as Ako Aronui that could have wider applicability as we explore models fit for the NZ context. Ako Aotearoa has a key role to play in how such frameworks can be further developed and supported.

The HEA model does have relevance and international credibility for our higher education institutions, but we need to think carefully about what professional standards might look like in other areas—e.g. wānanga, vocational education and training, adult and community education (ACE), and independent providers. Some work is already under way here, with the ACE sector looking at a professional standards model for their teachers.

It is important to acknowledge excellence, and it needs to be celebrated and recognised through awards. However, a more inclusive approach that provides professional recognition for all staff that support and enhance student learning would enable NZ to tell a more compelling story about the value and quality of our tertiary sector.

There is a great opportunity here for our Academy, since the evidence portfolio that all members have submitted for the Tertiary Teaching Excellence Awards provides a platform for a fellowship application. The Academy could play a central role in furthering the development of professional standards, through leading by example and then supporting others to gain accreditation and recognition in their contexts. Ako Aotearoa is most willing to support this and keen to discuss further at the annual symposium in Dunedin.

Annual Symposium of the Academy

Each year the Academy holds a Symposium where members gather to discuss issues and innovations in teaching. The sector and geographical diversity of Academy members ensures that Symposia are always a hotbed of ideas on improving outcomes for learners. As noted in the Vice-President's introduction to this issue of *Limelight*, in 2017 the Academy will be hosting an open event titled 'Talking Teaching' in Dunedin on 27 & 28 November, where we hope to have participants from across the tertiary sector joining Academy members. Here we highlight some of the diversity from the 2016 Symposium, to whet the appetite.

Suzanne Pitama, the 2015 Prime Minister's Teaching Excellence award winner, shared with us her journey in developing a Māori health curriculum. She highlighted the importance of challenging assumptions (including (and perhaps especially) one's own) in designing and implementing teaching programmes, and the role of a guide (theoretical, empirical, values-based, spiritual) when tackling novel challenges (with the latter including a wonderful white-water rafting role-play analogy).

Alan Wright, an invited guest from the University of Windsor (Ontario, Canada) talked about the importance of developing a rapport with both colleagues and students, and the need to ensure those interactions were based in a common understanding of the language being used in the discourse. He demonstrated this point in an illuminating role-play with his French-Canadian wife, and a discussion on how they might co-observe and assist with their different teaching contexts.

Jane Venis from Otago Polytechnic, a regular contributor to the Symposium, illustrated how the power of humour, through a variety of visual media, can be used in teaching to promote engagement and enable accessibility (to otherwise serious issues) across a wide range of learners.

Welby Ings, from AUT, gave a powerful presentation on the role individual teachers have in the lives of their students, the potential for positive outcomes despite initial perceptions of a playing field that might not lend itself to success, and how compassion (from both students and teachers) and the desire to share rather than merely teach, can be the pathway to transformative educational experiences. Welby's book features elsewhere in this issue.

For more information on the 2017 symposium Talking Teaching please refer to the Academy website: www.akoacademy.ac.nz or email Tony Zaharic tony.zaharic@otago.ac.nz

News from the Ako Aotearoa regional hubs

SOUTHERN HUB

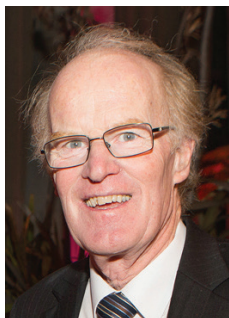
The staff of the Southern Hub of Ako Aotearoa look forward to this year's Tertiary Teaching Excellence Awards ceremony and hope to be able to retain the Supreme Award in the South Island! The korowai which accompanies the supreme award, currently in the care of Jacinta Ruru, is displayed in the University of Otago Law School Library.

There are a number of regional events that the Southern Hub supports to spread the word about effective teaching practice. One of these is the University of Canterbury's Teaching Week in early June. The hub, since its inception, has supported 21 change projects from this university. This year's Teaching Week included a session at which summaries of six Regional Hub Project Fund (RHPPF) projects, and the impact that these have had on teaching within the university, were presented. The full report from each of these projects is available on the Ako website under the tag 'Research'. <https://ako.aotearoa.ac.nz/research-register>

Planning for the annual Southern Hub 'Projects in Progress Colloquium' on November 13 is under way with eight project teams booked to present; more may be added if their projects are approved before that date. Presentations include *Virtual fieldtrips in tertiary science*, *Assessment anxiety*; *Teaching Occupational Therapy students how to integrate evidence for better clinical outcomes*; *Optimising complex case studies as teaching tools in accounting and law education*; and *Developing a law student profile*.

The Southern Hub continues to offer professional learning and development workshop opportunities, mainly in Dunedin and Christchurch. Nine have already been scheduled so far this year with another 12 between June and December. Notification is via the mailing database and a list is also available here. All our workshop titles are also available for in-house delivery.

Neil Andersen, Regional Manager, Southern Hub



CENTRAL HUB

The 2017 recipients of the Tertiary Teaching Excellence Awards have been decided, and endorsed by the Hon Paul Goldsmith, the Minister for Tertiary Education. This year there were 29 nominations, and five for the Kaupapa Māori category. One of the general category nominations was for a team of five teachers; all others were nominations of individuals. One of the Kaupapa Māori nominations included a nomination for the Excellence in Supporting Pacific Learners endorsement introduced this year. There were 16 nominees from universities, 11 from institutes of technology and polytechnics, one from a Wānanga and one from a private training establishment.



The Academy's representative on the panel this year was Rachel Zajac, a recipient from the University of Otago in the 2016 round.

There were three other changes to the 2017 panel. Dr Te Kani Kingi from Te Wānanga Awanuiarangi replaced Aneta Wineera, Dr Stanley Frielick replaced Dr Peter Coolbear, and Sam Uta'i from Ara Institute of

Canterbury was nominated by Ako Aotearoa's Pacific Caucus in light of the new Excellence in Supporting Pacific Learners endorsement.

The awards ceremony will be held in the Grand Banquet Hall of Parliament on Tuesday 8 August. The Prime Minister has confirmed he will be in attendance. This ceremony is the highlight of my working year and encapsulates the core of our mission: excellent teachers will ensure the best possible outcomes for all tertiary learners.

I will be in contact with some of you to help near the end of the year with the TTEA Roadshows in the Central Hub. Until then, I hope you all have a memorable and enjoyable teaching year.

Ian Rowe, Regional Manager, Central Hub

NORTHERN HUB

The Northern Hub enjoys its relationships with Academy members, for example through the Hub Advisory Group. Our representative is James Paterson, who is a great supporter of the Hub, and as ever makes a positive contribution.

Portfolios for submission to the Tertiary Teaching Excellence Awards panel were sent for critique and it was fortunate that Ksenija Napan, Tracey McIntosh and Martin East all responded and gave the applicants excellent feedback, such as 'These are great questions that show you being a lifelong learner, emphasise that!'

Our professional learning programme includes a very popular workshop facilitated by Julia Bruce-Mayne, based on her Living Consensus framework. This year Julia has gone out on her own as Bruce-Mayne Education Consultants. She delivered a workshop to a group of language teachers earlier this year, and went beyond the call of duty to follow up after the workshop and provide useful resources to participants via a closed Facebook group page. She continues to evolve the workshop and it is always fresh.

This year's National Tertiary Learning and Teaching conference is to be held at Unitec. Ako Aotearoa is a major sponsor of this annual event. The theme of the conference is Spaces and Pedagogies. The closing date for abstracts has been extended, and some Northern Hub Academy members were contacted to see whether they might present. Frances Denz has grown her PTE substantially, and in fact has new spaces to use. And Andy Ballard has moved into another space altogether, and is now the head of Maths at Rangitoto College.

The same conference requires the assistance of some external reviewers, so where did I go to seek help for this? The Academy of course! Within an hour, Margaret Henley had replied that she would be interested in helping.

Ruth Peterson, Regional Manager, Northern Hub



Academy Executive

The current Executive has seven members. Feel free to contact them at any time with any matters related to their portfolio or the Academy in general.

Selene Mize, University of Otago
(selene.mize@otago.ac.nz): President, and Southern Hub

Adrian Woodhouse, Otago Polytechnic
(adrian.woodhouse@op.ac.nz): Vice President, Symposium 2017 - Logistics

Dara Davenport, Literacy Waitakere
(dara.d@literacywaitakere.org.nz): Community Engagement (communication and marketing), including database of members

Marie McEntee, University of Auckland
(m.mcentee@auckland.ac.nz): Northern Hub, and Award Engagement

Warwick Murray, Victoria University of Wellington
(Warwick.Murray@vuw.ac.nz): Strategic Planning

Marc Wilson, Victoria University of Wellington
(Marc.Wilson@vuw.ac.nz): Coordinator of Policy Process, and Central Hub

Tony Zaharic, University of Otago
(tony.zaharic@otago.ac.nz): Symposium 2017 - Academic Programme



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