



Unitec Teaching Competencies

The professional competencies outlined below are intended to help teachers recognise their existing areas of teaching competency, and build on these in a process of continuous development.

Teachers may be operating at different levels across the range of competencies:

Mauri Mate	Inactive	<i>You have not yet demonstrated these behaviours.</i>
Mauri Moe	Emerging	<i>You have begun to explore opportunities to practise and develop these behaviours but are not yet consistently demonstrating them.</i>
Mauri Oho	Demonstrating	<i>You consistently demonstrate this competency and actively look for opportunities for further growth.</i>
Mauri Ora	Modelling	<i>You are considered a role model for this competency and support others to develop in this area. (Modelling includes excellence in teaching practice as well as contribution to educational leadership at programme, network, institutional levels and beyond).</i>

Competency	Components - You can:	Examples of how you might meet competency components*:
Create Learner-centred Environments	<ul style="list-style-type: none"> Promote collaborative, inclusive and supportive learning (face-to-face and online environments) 	<ul style="list-style-type: none"> ➤ Acknowledge the experience and knowledge learners bring to the classroom ➤ Arrange physical environment and resources appropriately for course and learners ➤ Agree on shared classroom protocols ➤ Seek learner input into decision-making
	<ul style="list-style-type: none"> Recognise and respond to a diverse range of learners' needs 	<ul style="list-style-type: none"> ➤ Tangata Whenuatanga: affirm Māori learners as Māori and provide contexts for learning where the language, identity and culture of Māori learners and their whānau is affirmed ➤ Identify strategies that support ako for Māori learners ➤ Cater for Pacific learners and other priority groups and for EAL learners ➤ Be aware of and reduce barriers to learning ➤ Recognise the need for transition and the development of academic and digital literacies
	<ul style="list-style-type: none"> Integrate the principles of Te Noho Kotahitanga appropriately 	<ul style="list-style-type: none"> ➤ Demonstrates application of the principles of Te Noho Kotahitanga in the classroom and when interacting with colleagues
Design for Effective Learning	<ul style="list-style-type: none"> Design and sequence (online and face-to-face) activities that align to learning outcomes and assessment. 	<ul style="list-style-type: none"> ➤ Consider how best to integrate online and face-to-face activities to promote a positive and effective learner experience ➤ Develop effective lesson plans ➤ Select appropriate e-tools ➤ Select, adapt or develop resources that will engage learners ➤ Design effectively for learning in Unitec's collaborative learning spaces ➤ Wānanga: participate with learners and communities in robust dialogue for the benefit of Māori learners' achievement

	<ul style="list-style-type: none"> Identify opportunities for and embed mātauranga Māori as articulated in the Poutama 	<ul style="list-style-type: none"> ➤ Manaakitanga: show integrity, sincerity and respect towards Māori beliefs, language and culture. ➤ Complete a Poutama analysis ➤ Search for mātauranga Māori information (e.g. in library databases or online) to inform development of courses/programmes ➤ Create space for mātauranga Māori knowledge experts to contribute to delivery
	<ul style="list-style-type: none"> Build work-readiness development into learning design 	<ul style="list-style-type: none"> ➤ Promote development of industry-relevant soft skills (e.g. communication, team work etc) in activities and assessment ➤ Contextualise learning activities in work practices ➤ Acknowledge appropriate cultural practice for different workplace contexts
	<ul style="list-style-type: none"> Design a course that is explicitly aligned to outcomes and meets stakeholder needs. 	<ul style="list-style-type: none"> ➤ Create a new course ➤ Significantly redesign an existing course ➤ Align to course learning outcomes ➤ Align to programme, and to graduate profile outcomes ➤ Develop Moodle environment that meets Unitec's best practice standards ➤ Manaakitanga: show integrity, sincerity and respect towards Māori beliefs, language and culture. ➤ Whanaungatanga: actively engage in respectful working relationships with Māori learners, parents and whānau, hapū, iwi and the Māori community.
	<ul style="list-style-type: none"> Design appropriate formative and summative assessments and marking criteria. 	<ul style="list-style-type: none"> ➤ Align assessment to course learning outcomes and course content ➤ Assessments adhere to Unitec's assessment principles
Facilitate Learning	<ul style="list-style-type: none"> Communicate effectively and interact appropriately with learners 	<ul style="list-style-type: none"> ➤ Speak clearly and at an appropriate pace for learners ➤ Check for learner understanding ➤ Use multiple modes (e.g oral, written, visual) to present task instructions ➤ Listen carefully and respond appropriately to learners' questions and/or concerns
	<ul style="list-style-type: none"> Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills 	<ul style="list-style-type: none"> ➤ Adapt lesson plans as needed in real time ➤ Encourage participation and learner perspectives ➤ Notice and support learners who 'don't get it' ➤ Get feedback during class from learners that demonstrates their understanding and respond to it ➤ Relate content to application/doing tasks ➤ Diagnose learners' existing knowledge and address gaps as necessary for task completion ➤ Be responsive to feedback from learners in real time. ➤ Encourage on-going self-assessment ➤ Model relationships with learners appropriate for profession ➤ Ako: take responsibility for the learning of Māori learners. ➤ Manaakitanga: show integrity, sincerity and respect towards Māori beliefs, language and culture. ➤ Whanaungatanga: actively engage in respectful working relationships with Māori learners.
	<ul style="list-style-type: none"> Use appropriate strategies and/or approaches to support collaborative learning 	<ul style="list-style-type: none"> ➤ Decide on appropriate group composition ➤ Monitor group discussions and learning, and give appropriate input/feedback ➤ Consolidate key learning points

	<ul style="list-style-type: none"> Use a range of digital tools effectively for active learning and teaching 	<ul style="list-style-type: none"> ➤ Support learner ability to use digital tools (digital literacy) ➤ Promote active engagement in online environments ➤ Integrate online and face-to-face environments
Assess and Give feedback on learning	<ul style="list-style-type: none"> Give timely and appropriate feedback that supports learners 	<ul style="list-style-type: none"> ➤ Give feedback that leads to learning e.g. is just-in-time, is specific, identifies areas to develop ➤ Explicitly guide learners in how they can use feedback to improve their learning ➤ Facilitate learner response to feedback ➤ Whanaungatanga: actively engage in respectful working relationships with Māori learners.
	<ul style="list-style-type: none"> Implement assessment in line with programme policy and process 	<ul style="list-style-type: none"> ➤ Assess readiness for assessment ➤ Adhere to assessment conditions ➤ Monitor plagiarism ➤ Mark assessment against criteria
	<ul style="list-style-type: none"> Moderate assessments in line with moderation assessment policy and process. 	<ul style="list-style-type: none"> ➤ Prepare assessments for pre-moderation and post-moderation ➤ Pre-moderate assessments ➤ Post-moderate assessments
	<ul style="list-style-type: none"> Evaluate own teaching practice and make appropriate adjustments 	<ul style="list-style-type: none"> ➤ Reflect on feedback from learner evaluations, peer evaluation and moderation and make changes to course/teaching practice ➤ Whanaungatanga: actively engage in respectful working relationships with Māori learners.
Review Learning and Teaching	<ul style="list-style-type: none"> Evaluate course design, and make an action plan for improving the course. 	<ul style="list-style-type: none"> ➤ Evaluate content, constructive alignment ➤ Consider feedback from various sources
	<ul style="list-style-type: none"> Observe colleagues' teaching practice 	<ul style="list-style-type: none"> ➤ Engage in professional learning conversations ➤ Reflect on personal learning from experience
Show Discipline/ Industry Expertise	<ul style="list-style-type: none"> Demonstrate expertise and leadership in discipline specific knowledge and skills 	<ul style="list-style-type: none"> ➤ Integrate understanding and experience of workplace contexts into learning and teaching
	<ul style="list-style-type: none"> Maintain currency in industry trends, developments and practices 	<ul style="list-style-type: none"> ➤ Be aware of recent research ➤ Investigate scholarship of teaching and learning
	<ul style="list-style-type: none"> Maintain currency in interdisciplinary knowledge and skill 	<ul style="list-style-type: none"> ➤ Be aware of recent research ➤ Collaborate with colleagues in other discipline areas
Engage in Continuous Professional Learning about Teaching and Learning	<ul style="list-style-type: none"> Participate responsively in professional learning opportunities 	<ul style="list-style-type: none"> ➤ Ako: take responsibility for own learning ➤ Identify professional learning goals ➤ Inquire into own learning and teaching practice ➤ Reflect critically on teaching and learning experiences
	<ul style="list-style-type: none"> Apply professional learning to improve teaching practice and learner outcomes 	<ul style="list-style-type: none"> ➤ Explore innovative learning and teaching approaches ➤ Share teaching methods and ideas with colleagues
	<ul style="list-style-type: none"> Demonstrate understanding of learner-centred pedagogies 	<ul style="list-style-type: none"> ➤ Be explicit as to how current research, educational theory and scholarship of teaching and learning inform your practice

Contribute to Programme's Operation and Academic Success	<ul style="list-style-type: none"> Establish and maintain effective professional relationships 	<ul style="list-style-type: none"> ➤ Internal/external as applicable ➤ Mentor/buddy relationships with colleagues ➤ Whanaungatanga: actively engage in respectful working relationships with Māori colleagues
	<ul style="list-style-type: none"> Contribute to academic quality of programme 	<ul style="list-style-type: none"> ➤ Teach courses effectively with focus on learner success ➤ Have an overview of the programme as described in the Programme Document ➤ Identify how specific courses and learning outcomes fit in the programme ➤ Participate in relevant programme, pathway, network and Unitec-wide policies and processes ➤ (e.g. assessment, moderation, course evaluation) ➤ Take appropriate responsibility in relation to programme/pathway/institutional policies and processes ➤ Make recommendations to improve policies and processes
	<ul style="list-style-type: none"> Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context 	<ul style="list-style-type: none"> ➤ Able to demonstrate Te Noho Kotahitanga in practice

* The indicators listed are suggestions for some of the different ways in which criteria can be described and then evidenced. They are illustrative rather than prescriptive.

The Professional Competencies for Teaching at Unitec were developed with reference to the following frameworks/standards:

- Based on original Unitec [Capable Teacher Framework revised May 2017](#) (draft)
- Updated Dec 2017-Feb 2018 after mapping to and consideration of different documents including
 - [NZQA tertiary evaluation indicators 3 and 4](#)
 - Graduate outcomes from NZQA Cert in Adult Tertiary Teaching ([Level 5](#), [Level 6](#))
 - [UK Professional Standards Framework 2011 \(HEA\)](#)
 - Draft proposed professional standards for vocational educators of advanced standing developed by an Ako Aotearoa and ITP Metro working group (2012)
 - [Practising teacher criteria NZ Educational Council](#)
 - [Ako Aotearoa Criteria for Tertiary Teaching Excellence Awards](#)
 - [A developmental framework for teaching expertise in post-secondary education \(Kenny et al, 2017\)](#)
 - [Te Noho Kotahitanga](#)
 - [Te Tatai Hono](#)
 - [Mauri – Rethinking Human Wellbeing \(Pohatu, Taina Whakaatere, 2011\)](#)