



## Unitec Teaching Competencies – Digital Credentials (Badges) Matrix

Digital credentials are available to be earned, indicating evidence of your level of competence towards the teaching competencies. Each of these digital credentials (badges) is earned through the submission of evidence that is evaluated, and can be supported through a professional development module or you can independently learn and collect evidence.

Teachers may be operating at different levels across the range of competencies. Each digital credential can be earned at one of three levels as seen in the table below:

<b>Mauri Mate</b>	Inactive	<i>You have not yet demonstrated these behaviours.</i>
<b>Mauri Moe</b>	Emerging	<i>You have begun to explore opportunities to practise and develop these behaviours but are not yet consistently demonstrating them.</i>
<b>Mauri Oho</b>	Demonstrating	<i>You consistently demonstrate this competency and actively look for opportunities for further growth.</i>
<b>Mauri Ora</b>	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>

More information about the teaching competencies and associated digital credentials can be found on the Moodle page [here](#).

The table below shows the digital credentials that are currently available and more will be added over time. Note that the credentials shaded in grey are coming soon and others listed are available now:

Competency	Components – You can:	Digital Credentials	Description
Create Learner-centred Environments	<ul style="list-style-type: none"> <li>Promote collaborative, inclusive and supportive learning (face-to-face and online environments)</li> </ul>		
	<ul style="list-style-type: none"> <li>Recognise and respond to a diverse range of learners' needs</li> </ul>	<a href="#">Working with English as an Additional Language (EAL) Learners</a>	This course helps teachers to recognise the needs of EAL learners, acknowledge the demands of specific courses and know what to do to support EAL students' learning.
		<a href="#">Working with Pacific Learners</a>	This course helps teachers to recognise the needs of Pacific learners and know what to do to support their learning.
	<ul style="list-style-type: none"> <li>Integrate the principles of Te Noho Kotahitanga appropriately</li> </ul>		
Design for Effective Learning	<ul style="list-style-type: none"> <li>Design and sequence (online and face-to-face) activities that align to learning outcomes and assessment.</li> </ul>	<a href="#">Design for Collaborative Learning</a>	This course helps teachers to design learning activities, using appropriate strategies and/or approaches to support collaborative learning

		<a href="#">Moodle - Learning Design Basics</a>	This course helps teachers to set up and use Moodle to actively engage students, while identifying two aspects to improve application of Moodle Standards Stage 1
		<a href="#">Moodle – Design a Learning Sequence in Moodle</a>	This course helps teachers to sequence student learning experience in Moodle through the use of the Moodle activities.
	<ul style="list-style-type: none"> <li>Identify opportunities for and embed mātauranga Māori as articulated in the Poutama</li> </ul>		
	<ul style="list-style-type: none"> <li>Build work-readiness development into learning design</li> </ul>	<a href="#">WiL Strategy Design and Selection</a>	Work-integrated learning (WiL) strategies are essential for enhancing the work-readiness and employability of graduates. This course helps teachers identify the most effective type of WiL to use in both new and existing courses.
	<ul style="list-style-type: none"> <li>Design a course that is explicitly aligned to outcomes and meets stakeholder needs.</li> </ul>	<a href="#">Design a Course</a>	Use a structured process to design a course that shows constructive alignment, and supports students in the Unitec learning and teaching context
	<ul style="list-style-type: none"> <li>Design appropriate formative and summative assessments and marking criteria.</li> </ul>	<a href="#">Improve Summative Assessment</a>	This course helps teachers to deepen their understanding of what good assessment is; and to use that knowledge to make improvements to existing assessments
		<a href="#">Design Summative Assessment</a>	This course will help improve teachers' ability to design (or completely re-design) summative assessments.
		<a href="#">Design Group Assessment</a>	Design group assessment processes that ensure fairness and transparency.
Facilitate Learning	<ul style="list-style-type: none"> <li>Communicate effectively and interact appropriately with learners</li> </ul>	<a href="#">Communicate Effectively and Interact Appropriately with Learners</a>	An exploration of clear and effective communication (visual and oral) with students, building relationships and presentation for clarity.
	<ul style="list-style-type: none"> <li>Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills</li> </ul>	<a href="#">Facilitate off-campus WiL activities (= WBL)</a>	Off-campus WiL (= WBL) require a different preparation process to other types of learning activities. This course provides teachers with a checklist to ensure legal obligations are being met and a successful learning experience occurs.
		<a href="#">Embedding Active Learning (F2F)</a>	This course helps teachers to explore active learning theory and practice in order to select and implement tasks that embed active learning and better engage students in face-to-face environments.

		<a href="#">Echo360 – Interactive Presentation</a>	This course helps teachers to create, design and apply the Echo360 presentation active learning features to better engage students in face-to-face environments.
		<a href="#">Echo360 Screen Capture</a>	This course helps teachers to create, design and use Echo360 screen capture to better engage students.
		<a href="#">Facilitate Collaborative Learning</a>	This course supports teachers as they implement collaborative learning in their classroom. The focus is on developing appropriate facilitation skills for before, during and after group activity.
	<ul style="list-style-type: none"> <li>Use appropriate strategies and/or approaches to support collaborative learning</li> </ul>		
	<ul style="list-style-type: none"> <li>Use a range of digital tools effectively for active learning and teaching</li> </ul>		
Assess and Give feedback on learning	<ul style="list-style-type: none"> <li>Give timely and appropriate feedback that supports learners</li> </ul>	<a href="#">Feedback for Learning</a>	Give feedback that supports students' learning. Guide students to use feedback to improve their learning.
	<ul style="list-style-type: none"> <li>Implement assessment in line with programme policy and process</li> </ul>	<a href="#">Moodle for Assessment</a>	This course helps teachers to select and set up appropriate assessment tools in Moodle. Initial focus is on why, what, and how do you want to assess.
	<ul style="list-style-type: none"> <li>Moderate assessments in line with moderation assessment policy and process.</li> </ul>	<a href="#">Moderation of Assessment Policy and Procedures</a>	Demonstrate knowledge of Unitec's Moderation of Assessment policy and procedures
		<a href="#">Pre-moderate Assessment Materials</a>	This course helps teachers who act as moderators to review assessment materials and provide feedback that supports good assessment practice.
Review Learning and Teaching	<ul style="list-style-type: none"> <li>Evaluate own teaching practice and make appropriate adjustments</li> </ul>		
	<ul style="list-style-type: none"> <li>Evaluate course design, and make an action plan for improving the course.</li> </ul>		
	<ul style="list-style-type: none"> <li>Observe colleagues' teaching practice</li> </ul>	<a href="#">Peer Teacher Observation</a>	Choose one or more strategies from one of the different approaches to collaborative learning that you think might help address the problem.
Show Discipline/ Industry Expertise	<ul style="list-style-type: none"> <li>Demonstrate expertise and leadership in discipline specific knowledge and skills</li> </ul>		
	<ul style="list-style-type: none"> <li>Maintain currency in industry trends, developments and practices</li> </ul>		
	<ul style="list-style-type: none"> <li>Maintain currency in interdisciplinary knowledge and skill</li> </ul>		

<b>Engage in Continuous Professional Learning about Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Participate responsively in professional learning opportunities</li> </ul>		
	<ul style="list-style-type: none"> <li>• Apply professional learning to improve teaching practice and learner outcomes</li> </ul>		
	<ul style="list-style-type: none"> <li>• Demonstrate understanding of learner-centred pedagogies</li> </ul>		
<b>Contribute to Programme's Operation and Academic Success</b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective professional relationships</li> </ul>		
	<ul style="list-style-type: none"> <li>• Contribute to academic quality of programme</li> </ul>		
	<ul style="list-style-type: none"> <li>• Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context</li> </ul>		

*\* The digital credentials listed indicate those currently available. Additional credentials will be made available over time*

Updated 23/1/19