

Unitec Learning & Teaching Strategy

The objective of the Unitec Learning and Teaching Strategy is to provide direction for achieving Priority^{#1} of Manaakitia te Rito, in support of the overall strategy, particularly strategic priority 1.

Unitec Strategic Priorities - Manaakitia te Rito

- 1) Improve the success of all students, achieving parity for Māori, Pacific and Under 25s by 2022, enhancing International student success, and serving the educational needs of the West, Central & North Auckland communities
- 2) Provide high quality learning, teaching and applied research to develop work-ready lifelong learners and return to Category One
- 3) Engage and inspire staff so they are proud to work at Unitec and are equipped with the capabilities to support quality learning
- 4) Build a financially sustainable organisation to invest in the future with an operating surplus by 2022

Kaupapa: The principles of the Unitec Learning and Teaching Strategy have been informed by evidence drawn from current academic research. They are based directly on the principles of Ako, Āta and Aro that underpin Te Noho Kotahitanga:

Ako actively promotes the reciprocal relationship between the learner and teacher. It is premised in the sharing of knowledge, experiences and skills. Ako recognises a joint responsibility and obligation to teaching and learning and aims to be transformational, action oriented and learning centred.

Aro focusses on past, present and future knowing by consciously looking at and thinking about experiences, actions, feelings, and responses. It integrates this reflective practice to support growth and transformation.

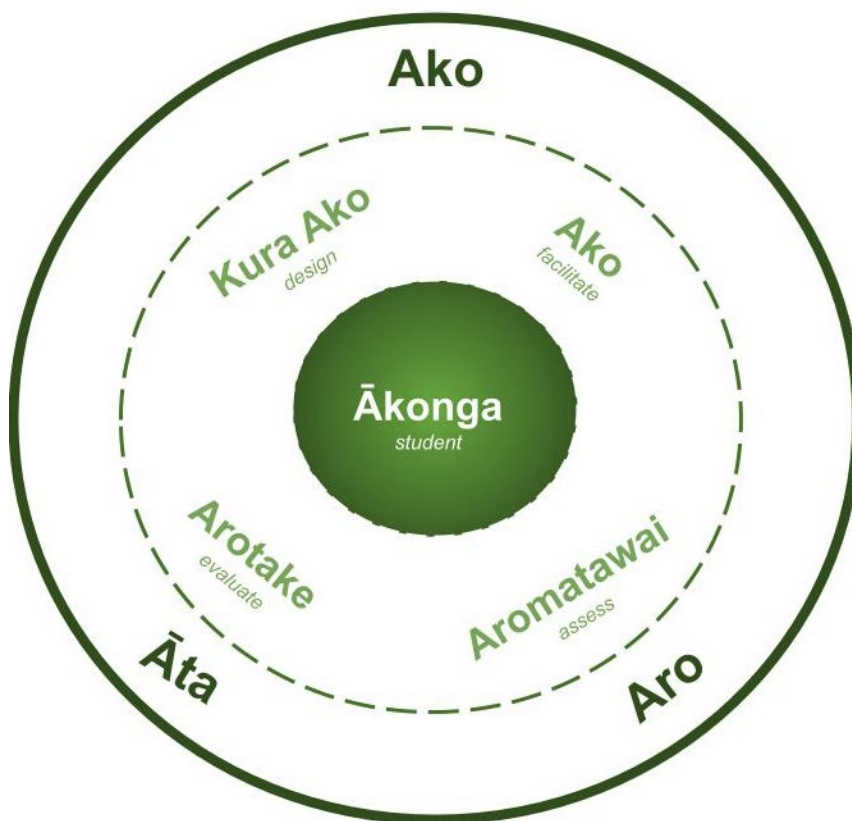
Āta intensifies people's perceptions by requiring quality time, space and effort to build and nurture relationships. It is a practice that pays deliberate care and attention to the way in which we engage with people, kaupapa and environments.

Learning and Teaching at Unitec is:

- a. learner-centered
- b. an active process, applied to real-world context
- c. values and embeds mātauranga Māori
- d. is based on respectful, reciprocal relationships between people, places and contexts
- e. develops knowledge, skills and attitudes needed for work-readiness
- f. is informed by research and reflection
- g. integrates multiple literacies for life-long learning
- h. balances independent and collaborative learning
- i. includes appropriate use of digital technology to enhance f-2-f and on-line learning

What does this mean for how we:

1. design learning (programmes and courses) – kura ako
2. facilitate learning - ako
3. assess and give feedback on learning – aromatawai
4. evaluate learning- arotake



1.Design learning (programmes and courses) – kura ako

Goal 1. Programmes and courses develop work ready graduates

Objectives:

Programmes and courses

- Are based on evidence from a range of sources (e.g. industry engagement, research reports, advisory groups, practicum feedback, 5-year reviews, graduate destination surveys) to inform programme development/review/renewal
- Prioritise work-integrated and work-based learning for professional identity formation

Goal 2. Programmes and courses are designed to develop student learning

Objectives:

Programmes and courses:

- Explicitly connect learning outcomes, pedagogy (teaching) and assessment
- Include clear pathways for learning progression
- Include processes to ensure authentic and relevant māori and pacific input, world views, content, and experiences
- Ensure assessment follows a programme assessment design process
- Are research informed

Goal 3. Programmes are future focused and sustainable

Objectives

Programmes and courses:

- Are based on industry and community needs
- Balance discipline and generic skills
- Include multiple literacies needed for lifelong learning
- Are monitored annually and reviewed every 5 years or as stipulated by regulatory bodies

2 Ako- Teaching and Learning

Goal 1. Teaching and learning is developed in partnership and collaboration so that student learning is maximised

Objectives:

Teaching and learning

- Prioritises whanaungatanga – building meaningful relationships between people, places and contexts
- Acknowledges, responds to and engages diverse learners in order to develop success and confidence
- Develops a shared purpose involving students, staff, industry, and community
- Builds on student prior knowledge and experience

Goal 2. Teaching and learning develops work-ready lifelong learners

Objectives:

Teaching and learning

- Challenges, inspires, transforms and instills a passion for learning
- Requires active engagement of learners in their learning
- Draws from a range of teaching/learning modes (e.g. blended learning, problem-based learning, project-based learning)
- Uses pedagogically appropriate technology
- Applies learning to real world contexts, environments, expectations
(= includes work- based or work integrated learning)

Goal 3. Teaching and learning is reflective and adaptive to students learning needs

Objectives

Teaching and Learning

- Uses a range of evidence (observation, student feedback, peer observation, etc) to reflect on and adapt teaching practice where necessary
- Uses course evaluation plans (CEP's) to capture evidence, reflection and action

Goal 4. Our teachers (Kaiako) are engaged, inspired and equipped with the capability to support and facilitate student learning.

Objectives:

Our teachers

- Focus on whanaungatanga and building meaningful relationships with students. They know who students are and what they bring with them
- Create learner centered environments
- Design and facilitate for effective learning
- Use feedback to support student learning
- Are reflective and inquiring practitioners in order to review teaching and learning
- Engage in continuous professional learning
- Engage with and build partnerships with industry and community
- Engage with and build partnerships within Unitec to provide wrap around support for students.

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3. Aromatawai- Assessment

Goal 1. Assessment is designed and used to develop and contribute positively to students learning

Objectives:

Assessment

- Has explicit and planned connections with learning outcomes and teaching
- Is designed for learning, as learning and of learning
- Encourages student engagement
- Is developed using a Unitec-agreed assessment process
(*do we need to develop one? E.g [Assessment ecology?](#)*)
- Develops assessment literacy to position students as active learners who have the ability to make judgements about what constitutes good work
- Provides feedback to students to actively improve student learning
- Develops student confidence in their learning (by including early low stakes assessment for first year papers)

Goal 2. Assessment design, practice and procedure follows expected quality processes

Objectives:

Assessment

- Is quality assured through Unitec moderation processes
- Is responsive to student performance and feedback
- Is reflected on in course evaluation plans and changes made if and when needed

Goal 3. Assessment is designed to be authentic and fit for purpose. Authentic tasks reflect what occurs in settings beyond the educational environment and develops work ready students.

Objectives:

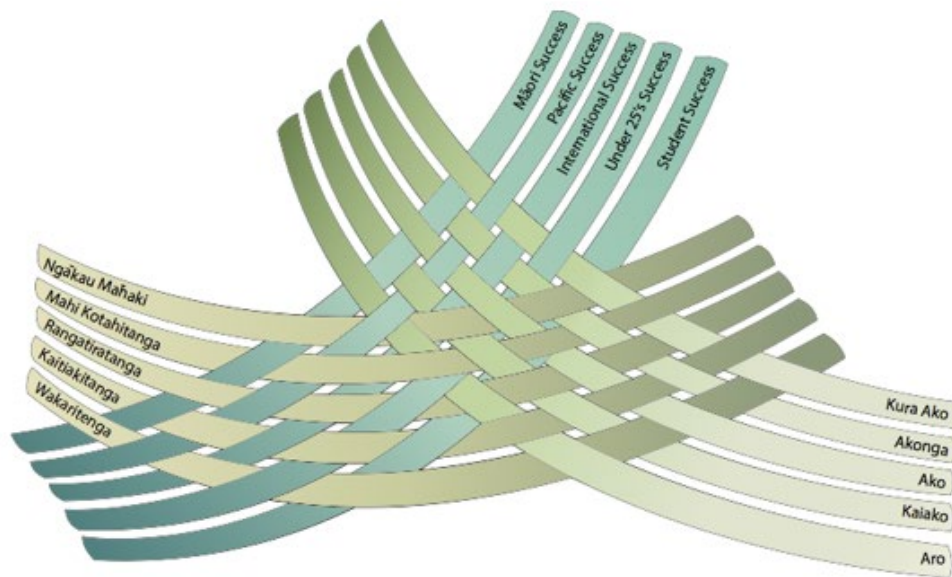
Assessment

- Assessment develops the knowledge and skills and capabilities required for the workplace

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4 Arotake - Evaluate Learning

Goal: Arotake is a continuous process of reviewing ourselves and our work, seeking ever greater success in the way we design, facilitate and assess learning, and provide support for our students, leading to the outcomes we want (Manaakitia te Rito). This is embedded in 1 to 3 above; not an after-thought.



To Do: Up-date labels on strands of L&T strategy; move Akonga to centre

Explanation of terms used in the teaching & learning strategy

Ako actively promotes the reciprocal relationship between the learner and teacher. It is premised in the sharing of knowledge, experiences and skills. Ako recognises a joint responsibility and obligation to teaching and learning and aims to be transformational, action oriented and learning centred.

Kura **Ako** simply means School of Teaching & Learning. In this context we are referring to Programmes as it embodies everything required to support the success of our learners.

Kaiako – Kai refers to a person expressing an action. In this context, ako refers to teaching. In saying this, it is the person who is doing the teaching. Referred to as a teacher, lecturer and/ or facilitator.

Akonga simply means learner, student and/ or pupil.

Aro focusses on past, present and future knowing by consciously looking at and thinking about experiences, actions, feelings, and responses. It integrates this reflective practice to support growth and transformation. *Aro is overarching in terms of Aromatawai (assessment) Aro (reflection) Arotake (evaluation).*

Āta intensifies people's perceptions by requiring quality time, space and effort to build and nurture relationships. It is a practice that pays deliberate care and attention to the way in which we engage with people, kaupapa and environments.