

Dr Brian Evans - Keynote Speaker - Principal Wesley College

The web of influences upon student success

What is success, how is it defined and who decides this? Once defined, do these criteria contribute to success for all? If yes or no, who decides? What are the levers of success and who are pulling them? As educators what are our influences on positive student outcomes?

Kamuka Pati, Ahi Pene, Susan Watene & Veraneeca Taiepa

Actioning Student Feedback: Facilitating Māori Student Focus Groups

Kaihautū saw the need to facilitate Māori student focus groups (face to face survey questionnaire) to sought reasons why a small percentage of Māori students were performing exceedingly well or doing enough to pass, and why a large proportion of Māori students were failing to meet the minimum requirements of course and qualification completion rates.

The School of Construction and Bridgepoint will share their experiences, learnings and provide takeaways for Schools who in the future may decide to take up this opportunity, to co-lead and co-facilitate 'Māori Student Focus Groups'.

Under 25 Plenary Student Panel facilitated by Andrea Thumath

'Our journeys. Tales from our Under 25s'

The transition into study at Unitec looks different for a number of our Under 25 year old students. Come along and hear what they have to say about what it took for them to get here, and how their journeys have been so far.

Matua Jeff Ruha - Tutor of Mahi ā Toi - Rutherford College

Leading change through a Māori lens.

Matua Jeff Ruha leads the Mahi ā Toi Academy at Rutherford College. Weaving the kaupapa of 'He Māori ahau, E noho Māori nei ki toku ao Māori, ma runga I tena ka tohea e au' 'I am a Māori, in my Māori world and with that I will strive for my personal excellence' through his work at Rutherford College, and in the wider Te Atatū Community of Learning. In this session Matua Jeff will share with participants his insights into creating an environment to manaaki students to succeed as Māori in a mainstream environment.

Rangituohu Nathan, Yo Heta-Lensen, Kiri Neho, Helen Wrightson, Pauline Bishop, Carla Keighron, Lee-Anne Turton

Manaakitia te rito: Supporting Maori aspirations in education

Teaching and learning and Te Noho Kotahitanga: What do they have in common? In this presentation we explore our emerging understandings of how the notion of awhi rito, support for our learners is fostered through Te Noho Kotahitanga. Through the principles of Rangatiratanga, Whakaitenga, Kaitiakitanga, Mahi Kotahitanga, Ngakau Mahaki we have grown and continue to shape our identity as a Tiriti based teacher education provider.

Dr Samantha Heath

Naked eggs, drinking straws and virtual reality: Bringing human biology 'alive' in the classroom

Learning facts about human biology can be a dry and abstract endeavour for students. But mixing up old and new teaching technologies can help, legitimately connecting it to the work of learning how to be a nurse. Join me to explore how a variety of technologies make my classroom tick!

Patrick Dodd

Improving Group Projects Through Peer Feedback and Peer Assessment

The [presentation](#) will cover group project best practices and provide answers to the following questions:
What is the role of peer assessment and peer feedback in raising learning outcomes?
How can peer assessment and peer feedback be introduced to students?
What are the approaches for conducting peer assessment?
What are the best practices for managing peer assessment of a typical teaching course?

Hugh Wilson

Micro-credentials: Meeting the needs of learners and employers

A micro credential is recognition of the mastery of a small package of learning. Smaller packages of learning allow more flexibility in the delivery of learning. Combining micro credentials with on-line and on-demand

learning and assessment resources may be one way of opening up vocational education to a wider range of people and make it more useful for industry. These approaches will be explored in this presentation.

Dila Beisembayeva and Gerard Lovell

Attracting secondary school students for the future with digital technology

In the School of Computing and Information Technology we look at different ways of engaging with our stakeholders, which include secondary schools. In this workshop, we are going to demonstrate different ways of using digital technology to attract and collaborate with secondary school students and their teachers.

Clare Goodwin, Elaine Whitworth, Laura Harvey, Kristie Cameron and Treena Brand

What works? Embedding Literacy in the Classroom

Practitioners share with us how they support students' developing literacy. What does embedding literacy skills within project work involve? How do you support writing skills towards an assessment? Are we fixed on remediation, or is there a way to accelerate students with low level skills?

Angus Robertson and Robyn Gandell

What works? Embedding numeracy in the classroom

Practitioners share with us how they support students' developing numeracy. What's the difference between maths and numeracy? What tools/activities support students to develop numeracy skills in class? How can you design assessment to help?

Nirmala D'Souza

Cultural Awareness - Bridging the Gap: India

This session aims to improve our understanding of the Indian culture and provides information that allows us to interact more effectively with our colleagues and creates a better experience for our students. This is important part of the Code of Practice which outlines the duty of care we have to our international students while they are away from home and studying with us.

Hung Ngo

Cultural Awareness - Bridging the Gap: China

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Rowena Fuluifaga

2019 is the Year of Analysis for Learning and Achievement: Tips and Key insights into Academic Learning Support analysis report

Learning and Achievement teams were presented a 'wero' or challenge at the end of 2018, to examine their current database to help build and understand how we Academic Learning Support staff (Academic Development Lecturers) as a service area, contribute to Student learning and retention and success. This brief talk shares key insights into the report and shares some insightful tips as to what makes for a successful partnership between the classes and our learning support network for students.

Marion Blundell and Helena Finau

Supporting Distressed Students

In 2017 Supporting Distressed Students at Unitec workshops were developed following a request from International for tools to upskill in working with students with mental health issues, complex pastoral care needs and risk. Since that time it has been run regularly with over 100 staff having attended, including student council. This condensed version will cover; How to recognise when a student may be in difficulty, ways to manage appropriately and effectively, and support services available at Unitec for students.

Susan Eady and Donna Salmon

I'll just Google that...equipping students for information overload.

Finding information isn't a problem but sorting it can be. How do students know how to define their need, evaluate what they find and behave ethically in an academic environment and beyond? Skills around seeking and handling information are needed in education, in the workplace and for general good citizenship. Information

Literacy is the term used by librarians to describe a set of attributes that are transferable from school to workplace. The framework and rubric developed by the Unitec's Library Knowledge Specialist team are practical tools, based on NZQA levels, that can be used to embed Information Literacy into programmes to support learning and teaching.

Student Success Team

Student Support Services (non-academic)

Booth presentations from International Student Support, Careers Development, Scholarships and Mentoring, Advocacy & Student Voice via Unitec Student Council and Te Puna Waioira, Health & Counselling including Mental Health Support

Dr Becca Wood and Claire O'Neil

Ngākaumāhaki: the heart of embodied learning.

Angela Dean, Rob Gambolati, Wesley Verhoeff

Te Waka O Te Whanau Hakinakina

In 2017 we began to develop a waka that all Sport students would board to embark on their journey through tertiary study in the Sport programme. We are now actively using it with our current whanau in the New Zealand Diploma in Sport, Recreation, and Exercise and would like to share our journey with other Unitec whanau. If you would like to hear more about our waka journey, he waka eke noa!

Tu Nuualiitia - Student Experience Partner

"It's all about Hearts, Heads and Hands"

Learnings, experiences and personal insights are uncovered of the Student journey in the MPTT Scholarship Programme, to achieving a successful transition into their trades aspirations.

Dr Diane Fraser and Chelsea Neverman EAS

Student/industry research collaboration: A story of success of student supervision.

Student pastoral care/supervision is a significant component of programme delivery within Unitec programmes. This presentation outlines the philosophy and student support of the supervision of third year undergraduate students in research collaborations with industry, particularly Auckland Council. These research projects credit towards the completion of the student's level 7 Self-Directed Study course within the Bachelor of Applied Sciences. Students, participating in these industry research collaborations, have frequently found this to be a useful mechanism for self-development and a pathway into employment. In this presentation Chelsea Neverman, who is a graduate of the BAppSci and is now employed by Auckland Council, will deliver the perception from the point of the student and the employer. In summary, delivery of strong, well-structured supervision of students can be the "Make or Break" of student success.

Peggy Link

Building student support into non-traditional learning formats: no longer a "distant" dream.

Student pastoral care and academic support is a significant and expected component of programme delivery within Unitec. Distance learning can complicate this component, as students lack day-to-day interaction with lecturers, easy access to on-campus resources, are geographically separated from their classmates and often require a more flexible approach to their engagement with study. The presentation will outline the combined use of technology, peer support, and traditional pastoral care to bridge these gaps in the NZ Certificate in Animal Welfare Investigations. This level 5 programme uses a blended delivery system combining online learning, flipped learning and three, 6-day block courses of intensive onsite study. Moving into a future where more education programmes include distance delivery systems, it is vital that we create, incorporate and resource the provision of adequate support for these learners - an essential ingredient of student success.

Plenary Dila Beisenbayeva, Hohepa Renata, Jeff Ruha, Lee-Anne Turton, Peata Leef, (led by Darlene Cameron)

"Mā pango, mā whero" : Setting up for success: Space & pedagogies – what works for our Māori students in achieving success?