

Teacher Capability Development – Evaluation Report

Te Puna Ako

1 September 2019

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INTRODUCTION

This report provides an evaluation of a teaching capability development (TCD) approach launched by Te Puna Ako in July 2018. The report was prepared by Maura Kempin, Manager, Te Puna Ako. It includes a number of recommendations to improve the effectiveness of the approach.

BACKGROUND

Unitec's TCD approach

- TPA designed the revised approach in response to an extensive review of teaching professional development (PD) systems in place from 2015 to 2017.
- The revised approach attempts to build on the achievements of previous systems.
- The approach includes:
 - A standardised Unitec-wide definition of [Professional Teaching Competencies](#)
 - A [teacher self-evaluation tool](#) - recognises teachers' capabilities, identifies PD needs
 - A TCD plan embedded in ADEP (ideally balancing individual, programme, School and institutional needs)
 - A flexible approach to PD provision which:
 - recognises formal and non-formal learning
 - provides comprehensive self-guided on-line resources
 - face-to-face support (group or individual) on request
 - includes three development modes: 1) supported 2) independent 3) evidence only
 - A requirement to submit evidence of application of learning in applied practice
 - Recognition of competence through digital-credentials ('badges') at three possible levels, acknowledging progressive stages of competence development:
 - Mauri Moe (Emerging)
 - Mauri Oho (Demonstrating)
 - Mauri Ora (Modelling)[suite of 21 digital-credentials](#)
- A suite of over 20 [digital-credentials](#) (badges) against 6 (of 8) competencies is offered - see table 1 below. (A list of additional credentials under development is included in appendix 1).

Note: Unitec's TCD digital-credentials are not credit-bearing. However, there may be future scope for inclusion on the NZQA framework.

The need for professional development in teaching and learning, and in evaluative practice

- NZQA's Key Evaluative Questions (KEQs) directly address the impact of quality of teaching and learning, in particular:
 - *KEQ 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?*
 - *KEQ 4. How effectively are students supported and involved in their learning?*Our current overall rating of category 3 suggests that there is no place for complacency.
- The EER report (2019) acknowledges Unitec "has developed a Teacher Capability Framework" before going on to observe, "This is a positive action but the framework is still emerging and there is no evidence of student benefits as yet."
- Unitec's recent student Net Promoter Score (NPS) indicates that quality teaching is the biggest attractor and, at the same time, one of the biggest detractors for students. Inconsistency of teaching quality is a major issue.
- Individual student course evaluation results, and other quality assurance processes suggest that the quality of teaching and learning, and course design across Unitec, ranges from excellent in some areas to poor in others.
- Historically, teaching PD has often not been prioritised sufficiently by teaching teams or their leadership, or necessarily by Unitec overall.

Table 1:



Unitec Teaching Competencies and related Digital Credentials

The table below shows the digital credentials that are currently available. More will be added over time. 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:

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>

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

Competency	Components – You can:	Digital Credentials
Create Learner-centred Environments	<ul style="list-style-type: none"> Promote collaborative, inclusive and supportive learning (face-to-face and online environments) Recognise and respond to a diverse range of learners' needs Integrate the principles of Te Noho Kotahitanga appropriately 	Working with International Learners Working with Pacific Learners
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. Identify opportunities for and embed mātauranga Māori as articulated in the Poutama Build work-readiness development into learning design Design a course that is explicitly aligned to outcomes and meets stakeholder needs. Design appropriate formative and summative assessments and marking criteria. 	Design for Collaborative Learning Moodle - Learning Design Basics Moodle – Design a Learning Sequence in Moodle WiL Strategy Design and Selection Improve Summative Assessment Design Summative Assessment Design Group Assessment

Facilitate Learning	<ul style="list-style-type: none"> Communicate effectively and interact appropriately with learners Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills Use appropriate strategies and/or approaches to support collaborative learning Use a range of digital tools effectively for active learning and teaching 	Communicate Effectively and Interact Appropriately with Learners Embedding Active Learning (F2F) Echo360 – Interactive Presentation Facilitate Collaborative Learning
Assess and Give feedback on learning	<ul style="list-style-type: none"> Give timely and appropriate feedback that supports learners Implement assessment in line with programme policy and process Moderate assessments in line with moderation assessment policy and process. 	Feedback for Learning Moodle for Assessment Moderation of Assessment Policy and Procedures Pre-moderate Assessment Materials Post-Moderate Assessor Decisions Introduction to Assessment and Feedback
Review Learning and Teaching	<ul style="list-style-type: none"> Evaluate own teaching practice and make appropriate adjustments Evaluate course design, and make an action plan for improving the course. Observe colleagues' teaching practice 	Peer Teacher Observation
Show Discipline/ Industry Expertise	<ul style="list-style-type: none"> Demonstrate expertise and leadership in discipline specific knowledge and skills Maintain currency in industry trends, developments and practices Maintain currency in interdisciplinary knowledge and skill 	There are currently no courses available for this competency
Engage in Continuous Professional Learning about Teaching and Learning	<ul style="list-style-type: none"> Participate responsively in professional learning opportunities Apply professional learning to improve teaching practice and learner outcomes Demonstrate understanding of learner-centred pedagogies 	There are currently no courses available for this competency
Contribute to Programme's Operation and Academic Success	<ul style="list-style-type: none"> Establish and maintain effective professional relationships Contribute to academic quality of programme Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context 	Academic Integrity Working with Graduate Profiles Evaluating Graduate Profiles

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

EVALUATION

This evaluation is based on the Kirkpatrick model (Kirkpatrick, 1994) - probably the best-known model for analyzing and evaluating the results of training and educational programs. It is based on four levels:

- **Level 1 Reaction** - measures how participants react to the training (e.g., satisfaction).
- **Level 2 Learning** - analyses if participants truly understood the training (e.g., increase in knowledge, skills or experience).
- **Level 3 Behaviour** - explores whether participants are using what they learned (e.g., change in behaviours), and
- **Level 4 Results or Organisational Performance** - determines if the training had a positive impact on the organization.

As well as seeking to evaluate achievements against Kirkpatrick's Levels 1 to 4 above, this evaluation also seeks to identify:

- any factors inhibiting engagement
- issues needing improvement.

Data and information sources include:

- participation data
- quantitative survey of participants (251 responses)
- rich, on-going formative feedback from participants
- written feedback from Heads of School, July 2019
- feedback from the Learning & Development team
- written and oral feedback from TPA Advisors

Level 1 – Reaction

Early Reaction: Timing of the launch coincided with news of significant financial problems at Unitec and the start of the 'renewal' process. The requirement for teachers to provide evidence of competence and improved outcomes required a significant cultural and behavioral shift. Against this background, it is no surprise that initial reaction varied from *"this is one of the best initiatives ever from Unitec"* to *"this is the latest shiny new thing which is best ignored until it fades into oblivion"* and *"just like the Practice Passport, nothing will happen if I don't engage with this"*.

One School in particular, took exception to the approach: quotes from 2018 PEP

*"The introduction to 'badging' midway through 2018 was viewed negatively by many teachers on the programme team, as it was seen to be a compliance issue in relation to the upcoming EER...**Action** Work with TPA and HoS to improve engagement in badging and understanding of process; ensure badges and related PD are perceived as being of value to experienced and expert teachers.*

"Many of the lecturers in CUP are very experienced teachers with long-standing service to Unitec who have completed the Practice Passport. They view the new professional development badging as an affront and a compliance order. It is seen as a 'one-size-fits-all' approach and the workload

associated with providing evidence is seen as onerous. These perceptions have soured attitudes towards professional development detrimentally”.

Participation: Jul-Dec 2018

- 35.4% = 135/392 teaching staff met mandated requirements to complete a teaching self-evaluation and one digital-credential.

While disappointing that over 64% did not meet expectations, results were reasonable given the climate at that time (cost-cutting, redundancies, change fatigue, low morale and workload issues). It was also a higher level of engagement than mandated participation in the Practice Passport and (2015 to 2018) and the Graduate Diploma in Higher Education (GDHE).

Refer to page 10 for details of 2019 participation.

Quantitative feedback: Participant reaction is measured via a compulsory survey on each Moodle course. Aggregate results are presented in appendix 3 (tables 3a to 3f)

Highlights:

- 75% to 95% rated the resources and the workshops as Helpful to Very Helpful
- 91% Agreed or Strongly Agreed that the support provided was sufficient
- 61% rated the current approach as better than the previous one; 37% rated it is neither better nor worse.
- Average time to complete a digital credential = 9.5 hours.
- Total: 215 respondents

All verbatim comments are included in appendix 4. These include constructive suggestions as well as a range of positive and negative comments; significantly more positive than negative.

Formative feedback/Anecdotal Evidence: TPA Advisors receive regular formative feedback from participants. This evidence suggests that:

- newer staff are considerably more engaged than those who are longer serving
- most teachers overestimated the workload involved for evidence requirements first time round, sometimes significantly
- staff are more positive and make better choices from a development perspective for their second and subsequent badges
- some Unitec teachers struggle with the issues and complexities of being online learners, as the TCD model requires them to engage as students in our Learning Management System (Moodle).

Feedback from Heads of School

In July 2019, Heads of School were invited to provide feedback on any issues contributing to lack of engagement or resistance in their School, specifically:

What, in your opinion, are the barriers to engagement for (some) teachers?

Key issues identified:

- Courses/ badges not valued by staff as they aren't perceived as beneficial or relevant to them or their courses/ professional practice

- Self-evaluation: not used effectively for critical self-evaluation or for informing individual PD needs; teachers not seeing a need for TCD, some have inflated views of their capability; some hesitation (and/ or nervousness) to complete the teacher S-E., especially from those who identify by their 'profession' before being a teacher
- A perception, by some, that badges are a compliance exercise rather than genuine professional development; staff not seeing value in completing the badges
- Workload issues and competing demands for time
- Staff who have had a history of disengagement; lack of performance management
- No reward for compliance or consequence for lack of compliance - like Practice Passport.
- Some concern re the quality of TPA-led workshops; possibly not setting the standard for what good teaching/learning looks like
- Lack of understanding of fit with 70:20:10 principle
- Dissatisfaction that staff with recent higher-level teaching qualifications or currently studying toward a teaching qualification are expected to participate
- Concerns re who decided this was the right way to frame up PD and whether this decision was informed by evidence; is it best practice?
- Negative reaction to mandatory requirements, e.g. "Staff want to explore the PD and take ownership, rather than being told what to do and how much to do"

Verbatim feedback is included in Appendix 5. This suggests that there is considerable misunderstanding of much of the intent of the approach and limited buy-in from Heads of School.

A range of evidence suggests that there is widespread lack of understanding of the following principle from Unitec's Academic Staff Development Policy:

"...as an institute of teaching and learning, our commitment to quality and student success must take precedence. This means that in general, the development of teaching and learning capability should be prioritised where there are multiple development needs"

Reaction by Heads of School to a recent suggestion that mandatory requirements may increase to four badges for 2020 has been poorly received. This appears to be causing resentment and criticism of the entire model; a situation which may lead to negative ramifications for staff, if their leaders cannot validate the system. Experience shows a strong correlation between the engagement of staff and that of Head of School and/or Academic Leadership, e.g. in Applied Business.

Conclusion: Level 1 Reaction –

- Overwhelmingly positive reaction to the learning experience (from those who have participated).
- Mixed reaction the concept of digital-credentials (badging)
- Mostly negative reaction to mandated requirements

Communication and Process Improvements Needed

- For TPA Advisors – greater presence in Schools; more guidance in PD planning (individual and School); better communication around processes and requirements improved guidelines on which badges are appropriate for teachers at different stages of their careers.

- For TPA - ensure workshops are facilitated to an appropriate standard; peer observation recommended and further training for TPA Advisors to be provided
- For Unitec - improved training for line managers in meaningful development conversations; ensuring development plans are related to development needs. Otherwise TCD will be perceived as ‘tick box’ compliance exercise

Level 2- Learning

This level analyses if the training has been understood (e.g., increase in knowledge, skills or experience).

The TCD badging process requires participants to provide evidence of application (of what they know or have learned) in applied practice. As explained above, evidence submitted by candidates is assessed and badges are awarded at three levels: 1) Mauri Moe (Emerging Level); 2) Mauri Oho (Demonstrating Level); 3) Mauri Ora (Modelling Level)

This evaluation uses the following metrics as indicators of learning:

- the number of badges awarded at Mauri Moe/Emerging – 52% with a caveat that some candidates may have had emerging level competence before engaging in the badging process
- the number of participants choosing to engage in a structured learning process (as opposed to the evidence only mode) – 91%

Table 2: Study Modes

Study Mode	Supported	Independent	Evidence Only	TOTAL
Number	309	105	39	453
%	68%	23%	9%	

Table 3: Badges Awarded

	Mauri Moe/ Emerging	Mauri Oho/ Demonstrating	Mauri Ora/ Modelling	TOTAL
Jul 18 – Jan 19	74	37	37	148
Feb 19 – Jul 19	69	36	22	127
TOTAL Awarded	143	73	59	275
% of total	52%	27%	21%	

This data suggests that the approach is successful from a learning perspective.

Questions have been raised about whether the number of badges achieved at Mauri Moe/Emerging is indicative of minimum effort by teachers for compliance reasons. The TPA Advisory team is uniformly of the view that, while a limited number of teachers make minimum effort, the majority strive for best results. Moreover, the TPA team believes that the greatest learning occurs when teachers are trying to reach Moe/Emerging level.

Significantly more learning effort is required to progress from 'inactive' to Moe/Emerging than from Moe to Oho.

The TPA acknowledges and accepts that some element of compliance and least resistance is acceptable in 2019 as staff familiarise themselves with what is a significantly different approach to PD; an approach not yet normalised.

Participation is used as another measure of learning; the greater the participation, the more learning occurs.

Table 4: Participation 1 Feb to 4 Sept 2019

Requirement: all permanent or fixed term > 12 months teaching staff to complete the self-evaluation and at least two badges in 2019

School	No. Required Staff (Perm and FT > 12mo)	2019 ADEP Plan Submitted	Self-Evaluation Completed	Enrolled in Badge 1	Awarded Badge 1	Enrolled in Badge 2	Awarded Badge 2	Badging Requirements Met	All Requirements Met
Applied Business	28	85.7%	7.1%	85.7%	64.3%	71.4%	23.8%	17.9%	0.0%
Architecture	26	88.5%	42.3%	53.8%	30.8%	22.7%	0.0%	0.0%	0.0%
Bridgepoint	53	96.2%	62.3%	90.6%	34.0%	43.2%	0.0%	5.7%	3.8%
Building Construction	25	92.0%	60.0%	64.0%	36.0%	57.1%	19.0%	12.0%	12.0%
Community Studies	38	100.0%	42.1%	73.7%	31.6%	12.5%	8.3%	13.2%	10.5%
Computer Science	15	93.3%	93.3%	93.3%	73.3%	85.7%	14.3%	13.3%	13.3%
Creative Industries	28	96.2%	38.5%	88.5%	42.3%	55.0%	5.0%	11.5%	7.7%
Engineering & Applied Tech	38	100.0%	23.7%	76.3%	15.8%	77.8%	11.1%	7.9%	2.6%
Environment & Animal Sciences	23	100.0%	91.3%	91.3%	4.3%	53.3%	20.0%	4.3%	4.3%
Healthcare & Social Practice	34	100.0%	67.6%	82.4%	26.5%	24.2%	0.0%	0.0%	0.0%
Trades & Services	44	95.5%	36.4%	68.2%	15.9%	27.9%	2.3%	2.3%	0.0%
TOTAL	352	95.2%	51.3%	78.9%	34.1%	48.3%	9.4%	8.0%	4.9%

Points to note:

- Self-evaluation (S-E) completed - 51.3%
This suggests that individual TCD plans based on individual needs is not yet a reality for the majority of Unitec teaching staff. In addition, there is significant confusion around the various (Teaching, Leadership, Research) S-E tools.
- Enrolled in badge 1 - 78.9%; completed badge - 34.1%

This is a disappointing result. The requirement to complete two badges by the end of the year is unlikely to be met without significant intervention.

- Progress toward badge 2 is good, suggesting that the biggest hurdle is completion of the first badge.
- Experience shows a strong correlation between the engagement of staff and that of Head of School and/or Academic Leadership. In Applied Business, where the Head of School undertook a badge at an early stage, teachers have good uptake and a positive view of badges
- In terms of engagement, the role of the TPA Liaison Advisor is as important to that of the Heads of School (HoS) and Academic Leadership. The availability of TPA Advisors to guide development decisions and to provide on-going face-to-face support is vital. This varies significantly across the TPA team.

Conclusion:

Evaluation at Level 2 Learning:

- good - for those who have participated but
- participation in 2019 is poor to reasonable

Level 3 – Behaviour

Evaluation at *Level 3 Behaviour* explores the extent to which learners apply learning in their work.

Achievement of badges at Mauri Oho (Demonstrating) and Mauri Ora (Modelling) levels is indicative of behaviour change. Table 3 above shows that 48% achieved badges at these levels.

However, given that the current TCD system has been running for one year only, it is not possible to correlate the number of badges awarded at these higher levels with behavioural change. Some, or possibly many, of those gaining badges at Ora and Oho levels were competent at this level before engaging in the process; the TCD system allowing for recognition rather than development of competence. Over time, as candidates progress from Moe/Emerging to Ora/Demonstrating or Ora/Modelling level, then correlation will be possible.

In the meantime, it is recommended that change in teaching practice as a result of engaging in the TCD process should be recorded through the Course Evaluation Plan (CEP).

Conclusion:

Evaluation at Level 3 Behaviour is inconclusive.

There is some evidence of behavioural change but premature to draw conclusions. More participation over time (longitudinal data) needed, as well as embedded mechanism for tracking application of TCD through changes in course design, delivery and assessment practices.

Level 4 – Results or Organisational Performance

The focus of this level is whether the professional development has a positive impact on the organization. At this point in time (August 2019), the current TCD approach has not been running long enough or had significant focus in any key area (over 20 credentials offered across a range of topics), to have had a noticeable impact on the organisation.

Appendix 6 shows the number of digital credentials awarded in a range of topic areas.

One topic approaching critical mass is *Moderation Policy & Procedure*. Note that this is a preparatory/pre-requisite, knowledge-based badge. Only when candidates proceed to professional development in effective pre-moderation and assessment (re)design will we see a significant impact on moderation and assessment practices.

Looking to the future, a significant impact is more likely to be achieved in the short to medium term if TCD is focused on a limited number of priority areas. Logically, these should be aligned to Unitec priorities and post-EER academic quality action plan (AQAP). Therefore, the following are recommended as priority:

1. Supporting Success of Priority Students
2. Assessment and Moderation Practices

Due to concerns (by the TPA team) of the quantity and quality of digital learning across Unitec, capability development in digital learning is also included as a priority for 2020.

The reader should note that preparing work-ready graduates features strongly in the Unitec diamond. This is recommended as a priority for 2021, though not exclusively under the remit of TPA.

Conclusion: too early to see impact at Level 4, organisational performance:

- insufficient cumulative badge completions to date
- badge completion spread across a wide range of topics
- limited mechanism for tracking impact

Other: On-going Internal (TPA) Evaluation – July 2018 to present

TPA Advisors constantly review and up-date materials and processes in response to formative feedback from participants. A number of courses have been re-designed, reducing volume and complexity of content as well as evidence of requirements. The TPA team carried out a more formal group review in December 2018. This led to a detailed action plan, much of which has been implemented. Included in this was a detailed ‘Proportional Comparison’ of all existing badges - see appendix 7.

Other – External Environment

There are indications that digital credentials are the way of the future. Other ITPs are investing in digital-credentials e.g. Otago Polytechnic with EduBits. Currently Unitec appears to be the only ITP developing digital-credentials specifically related to teaching.

Ako Aotearoa has signalled significant interest in Unitec's teaching competency framework, as have a number of other ITPs. A project funding application has been submitted to Ako Aotearoa with a view to investigating and developing a shared understanding of teacher competencies in ITPs for the purpose of improving teacher capability and enhancing learner success in a culturally-centred manner. This project seeks to align the teaching competency frameworks of four organisations (Unitec, EIT, Toi Ahomai and Ako Aotearoa), combining the best aspects of all. Feedback will be sought from at least four other ITPs, potentially agreeing an approach for use across our new post-RoVE (Review of Vocational Education) national institute.

A TPA Advisor recently submitted an overview of Unitec's TCD approach as a potential PhD study. A team of supervisors reacted positively, suggesting that the model could have significant impact on the teaching profession.

CONCLUSION

Like many institutions, the quality of teaching across Unitec ranges from excellent in some cases to poor in others. Equally, like in many other institutions, Unitec continues to grapple with the challenges around engagement and application of teacher professional development. Unitec introduced a new approach in July 2018 which we hoped would help address these issues. One year on, we are seeking to evaluate the impact of this approach.

Evaluation, based on the Kirkpatrick (1994) model, indicates that results are good, for the one third of teachers who have participated, for:

- *Level 1 Reaction* - how participants react to the PD and
- *Level 2 Learning* - increase in knowledge, skills or experience.

Generally, those who have engaged fully in the process have reacted positively and gained useful knowledge and skill. However, almost two thirds of teaching staff are yet to fully engage. There are pockets of inertia and pockets of resistance. The reaction to mandatory participation has been largely negative; the message of ‘just-in-time’, embedded learning lost to that of compliance and box-ticking. The current TCD model is not yet normalized at Unitec and has not been embedded in staff recognition, rewards, or progression processes.

- *Level 3 Behaviour* - explores whether participants are using what they learned.

While there are indications of change in practice, it is not possible to suggest, with confidence, that this is due to the current TCD process. There is a need for a robust mechanism for evaluating behaviour change as a result of engaging in TCD and for embedding this into the existing evaluative ecosystem – namely, the course and programme evaluation plans.

- *Level 4 Results or Organisational Performance* - determines if the professional development had a positive impact on the organization

It is too early to measure impact at the institution level. In order to expedite impact, it is recommended below that teacher development in 2020 should focus on a limited number of priority areas.

There are a number of positive signals from outside of Unitec. For example, a collaborative project is in progress with Ako Aotearoa and two ITPs (EIT and Toi Ahomai) which seeks to align the teaching competency frameworks of these four organisations, ultimately looking for wider endorsement across the ITP sector as a possible framework for our post-RoVE institute.

As an institution, Unitec has reached pivotal stage with its TCD model. Unitec’s previous experience with the Practice Passport showed that mandating by Academic Board was not sufficient to ensure participation and integration into teaching practice. Ultimately, the success of the current approach depends on the buy-in and participation of teachers and this is strongly related to:

- the buy-in, commitment and support of Heads of School (and Academic Leadership)
- meaningful PD planning based on genuine development needs
- active support of TPA Advisors; willingness to engage in continuous improvement
- engagement and support of other service centres including Learning & Development, HR and Te Korowai Kahurangi

- high level support by the institution (ELT, Academic Board)

This evaluation has identified a number of issues and makes several recommendations aimed at maximising the effectiveness of the approach going forward.

REFERENCE

Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.

Appendix 1 - Digital-credentials under development

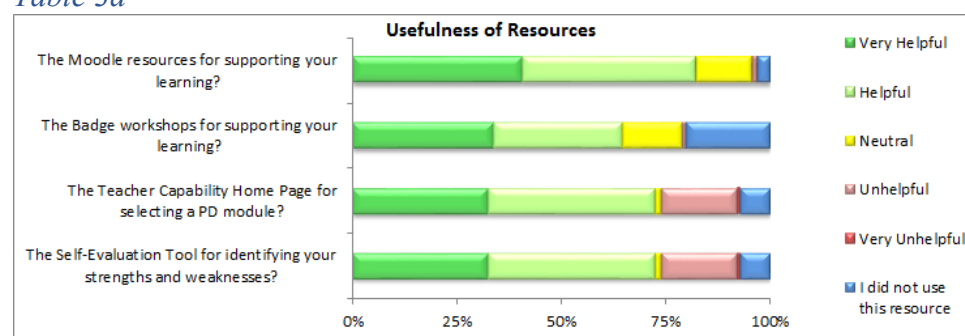
TCD Digital-Credentials in Development	Comments
Working with Our Young People	Ready for trial
Negotiated Studies	Generic template created, on hold for now.
Evaluating Graduate Profiles	Ready for review/moderation
Facilitating Work Based Learning	Almost Finished - final review stage
Embedding Literacy and Numeracy	Early development stage
Writing/Using rubrics or marking tools	Early development
Retaining Pacifica Students	80% complete. May be offered to both teachers and non-teachers. Joint development between TPA and Pacific team.
Design a Course	Under re-development
Other Digital-Credentials in Development	Comment
Te Rito Suite (5 in total)	Led by the Māori Success Mātuaranga Māori Team, supported by TPA. Open to all staff. Two badges almost complete; will count toward TCD badge requirements: -Living TNK -Intro to Te Reo
Pastoral Care of International Students - Code of Practice	Led by Tracy Chapman, supported by TPA. Not part of the TCD suite.

Appendix 2: TCD Development ('study') Modes

Supported Mode	Recommended mode for those who evaluate themselves as 'inactive' or 'emerging' in a particular aspect of teaching competence. This mode provides a structured and guided learning experience for those wishing to learn and develop the competence, generating and capturing evidence throughout the process.
Independent Mode	Candidates can choose their own flexible approach to learning and gathering evidence of their competence. They can work through the on-line resources provide by TPA at their own pace, attempting structured activities if they wish but these are not mandatory. Alternatively, they can use the Moodle course as a guide and find their own resources and they can engage a colleague for feedback before submitting evidence or contact the TPA facilitator
Evidence Only	Teachers who evaluate themselves as demonstrating or modelling an aspect of teacher competence can choose to gather and submit evidence from their practice for evaluation. The Moodle course should be used for reference and for guidance on the types of evidence to be submitted for evaluation.

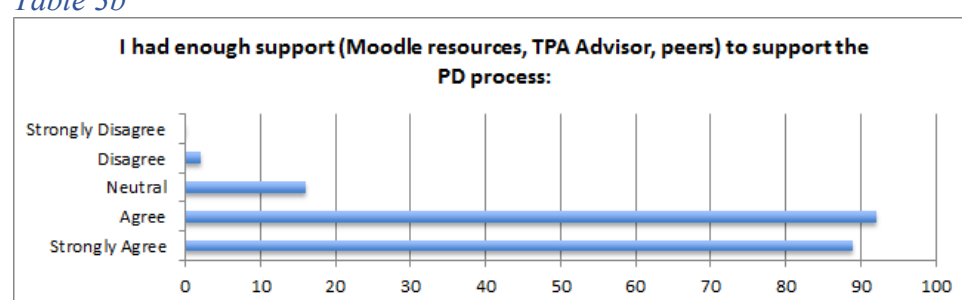
Appendix 3: Participant Survey Results

Table 3a



75 to 95% of respondents rated the resources and the workshop as Helpful to Very Helpful

Table 3b



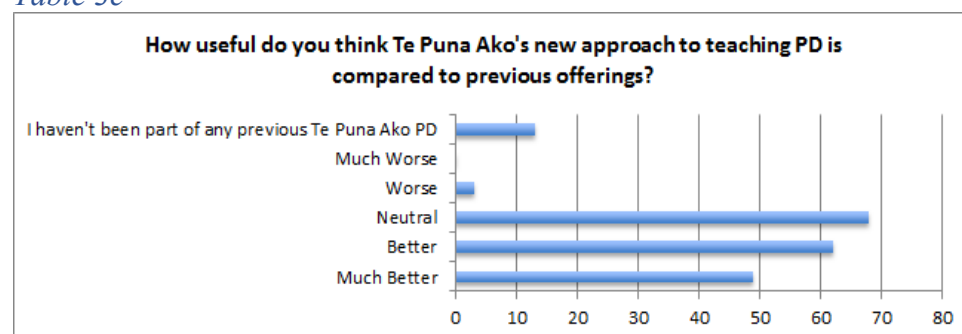
Strongly agree: 89 Agree: 92 Neutral: 16

Disagree: 2 Strongly disagree: 0

Number of non-respondents: 16

91% Agreed or strongly agreed that the support provided was sufficient.

Table 3c



Much better: 49 Better: 62 Neutral: 68

Worse: 3 Much worse: 0

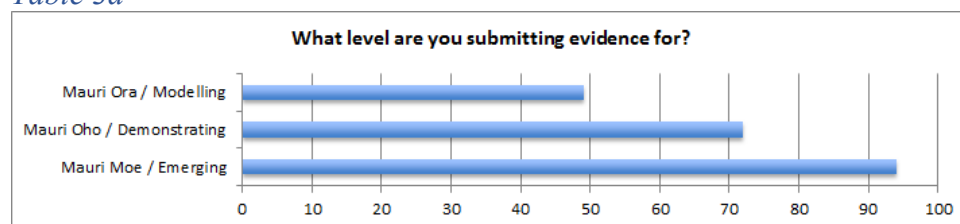
I haven't been part of previous Te Puna Ako PD - 13

Number of non-respondents: 20

61% rated TPA's current approach is better than the previous one.

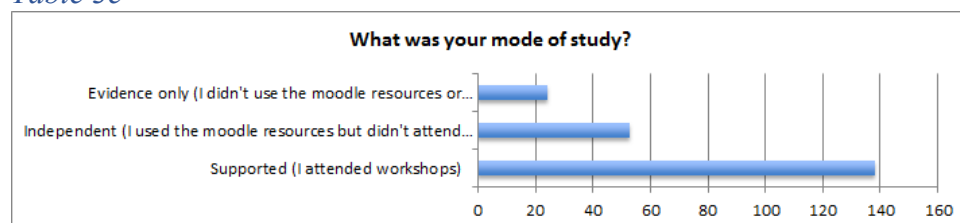
37% rated it is neither better nor worse.

Table 3d



Mauri Moe/Emerging: 94
Mauri Oho/Demonstrating: 72
Mauri Ora/Modelling: 49

Table 3e



Supported mode: 138
Independent mode: 53
Evidence only mode: 24

Table 3f: Average time to complete a badge

	Number responses	Avg time to complete (hours)
Communicate Effectively with Learners	8	12
Design a Course	8	10
Moodle – Design a Learning Sequence	1	8
Design Collaborative Learning	22	12
Design Group Assessment	1	15
Design Summative Assessment	10	11.5
Echo 360 Classroom Engagement: Interactive Presentation	3	7
Improve Summative Assessment	7	7
Moderation of Assessment: Policy and Procedures	110	8
Moodle: Learning Design Basics	16	5
Peer Teacher Observation	6	16.5
Pre-Moderate Assessment Materials	1	0
WIL – Strategy Design and Selection	2	10
Working with EAL Learners	1	5
Working with Pacific Learners	10	10
Embed Active Learning	3	8
Feedback for learning	2	15
Academic Integrity	4	12

Total number of feedback responses: 215

Appendix 4 - Verbatim Responses from on-line survey

- *I found the course very helpful and engaging. I found this course provided information that I am likely to apply to my and my students benefit.*
- *This badge has been very useful and has added to my existing knowledge of the effectiveness of collaborative learning in the classroom.*
- *Found it useful to revisit basic teaching theory and assess as to whether I am still "on track" with my teaching.*
- *Really, enjoyed the way of how I can prove evidences according the rubric classification*
- *Lisa Simpson is very competent, supportive and highly professional. She has kindly offered to meet me for advice. She not only gave me a very thorough and detailed guidance but went the extra mile to help me sort out another problem. Although I did not attend the workshop because of my busy teaching schedule, I feel the meeting with her is really beneficial*
- *I think something similar should be available for Professional staff.*
- *Renaming the narrative approach*
- *Huge thanks to Karen for her help and valuable feedback*
- *a good process of conducting self-reflections and keeping practices current*
- *I found the process quite provocative which was good.*
- *Although this has been a very time consuming process, it has been really useful and enjoyable. The course is comprehensive, very well thought over and structured, with an abundance of useful resources. Thank you very much Karen and Lisa for such a wonderful course and for all the guidance and time that you have made available for staff on the course!*
- *No, al fine.*
- *Thanks Sarah, you are always supportive with excellent training style... heaps of knowledge and patience to teach.*
- *I didn't actually attend workshop. rather I worked closely with Karen Haines throughout the assessment design.*
- *re question 2 - I think I am between demonstrating and modelling so have highlighted both. The flexibility of doing this independently - evidence based has been good. carryover from passport modules would be useful to avoid repetition and acknowledge accumulated learning and staff capability*
- *great workshop*
- *Overtime the approach to PD changes, this imposes a quantum of adaptive load and stress for staff. It would have been good to enable staff to transfer their PD activities in the Practice Passport to this approach. As it is, all that PD has gone to waste!*
- *I do suggest: The check list in the final exam pre-moderation form to be used for other assessments as well. The list of the required documents for the moderation to be included in the form. This should include the assessment grid.*
- *It took a longer than it should have. It was not as straight forward to find the resource which is why it took so long. One of the most important things to tell you is that you have two Moodle pages for this badge one with some information and one with other. You should only have one.*
- *Its all good*
- *a model to follow for filling in the template would have saved me pestering TPA staff with numerous questions*

- *We have already made comments. It was helpful working as a group with the other Study Skills lecturers to improve what we can of the Massey course.*
- *My very few recommendations would be:
For the table 'Enrolment Settings checklist', a short explanation is needed; I struggled to understand what was expected from me to do;
In the Reference section, a short paragraph explaining what are SAMR and Bloom, and what is in the following two folders would be useful;
Once I am in the document 'Bloom's taxonomy' - I can read about what Bloom's Taxonomy is. However, it is not the case for 'SAMR model' document, so, in order to understand what is it all about I googled it. This is probably something that needs improvement.*
- *Lisa needs to be commended for making this badge process simple and easy to follow and complete. She was methodical, thorough, and patient. This has been a positive experience compared with my first badge which was extremely confusing.*
- *It might be good to have an exemplar of a narrative. The template was useful but it wasn't as easy to think of what evidence would be most appropriate so I probably included either too much or too little of what was needed. Most of my evidence is email-based so I have had to cut out some of it due to names being attached. Perhaps a warning about privacy could be given.*
- *I dislike the whole new approach and find it patronising and demeaning, especially for experienced teaching staff - it is a system for those with no experience in teaching. It is not professional development, it is proving you can do something to people who don't or no longer teach students themselves.*
- *with more experiences of the new PD system I will be better placed to give feedback on the value compared to previous PD opportunities. As an Academic Development Lecturer in Student Learning & Achievement our academic staff have been overlooked in having an introduction to this new PD system replacing Practice Passport as we have no TPA liaison person. My manager similarly has not had the introduction so the linking of this PD to my ADEP plan is potentially not a strong feature.*
- *The drop down menus ignore the possibility that someone used both online and some attended.*
- *It was very confusing. No one really knew what was required of them - even the workshop facilitator. The timing of this PD is terrible considering teaching is finished for the year and most of the badges require active teaching in order to complete the required evidence.*
- *This was my first badge and it took a while to sort out what format, focus, examples and evidence were best going to fit the requirements of the rubric as written.*
- *I am incredibly grateful for having Maureen Perkins actively supporting us. Her help is crucial that we all understand TCD requirements and approach our tasks with joy.*
- *Having been in the teaching position 20 years, i don't think it's necessary for everyone to go through this process. If a new person from industry or a new teacher recently joined with no teaching qualification, it could be essential to take this training to gain a badge. I do have teaching qualifications-Masters of Arts in Teaching and Learning. (AU, Merit) apart from my Masters in Translation (AU, Merit). One method for all does not work well. We welcome you to join our class to do observation. I don't think a badge would make me work better. It took too long, and I should take workshops instead if we MUST go through. I didn't filter the names on*

the files and thought it's OK as evidence- they are our students. If you don't agree, please let me know.

- *Overall, the course is well-organised. I would only recommend that the Resources folder gets an introductory paragraph with a short explanation of the content of the following sections - some sort of a very short Literature review. In the beginning, I struggled to understand what of the sources provided in the section Resources are the most relevant for my narrative writing.*
- *There are some incorrect links on the Moodle page 404 - not found*
- *These badges require a lot of time which we actually do not have as we are already stretched to our limits.*
- *I had to talk to someone in TPA to fully understand what was required and how flexible 'flexible' was.*
- *Please update it so the quote is references properly.*
- *Enjoyed the last session because I reflect on the current practices and look at way to improve on having effective moderation process, feedback and programme validation.*
- *It was a good way to sharpen up on moderation competencies.*
- *Great workshop*
- *Kia kaha - appreciate skilful educators leading the process.*
- *Caused me to think about my plans for the future*
- *Check the form for repetition*
- *Abha is an excellent lecturer. Many thanks for her support and help.*
- *This was great way to learn, understand and achieve. Looking for to more such activities which is adding great value.*
- *As a visual learner, I prefer group discussions/learning as this affirms my understanding of the topic.*

Appendix 5 – Verbatim comments from Heads of School July 2019

Responses to the question: *What, in your opinion, are the barriers to engagement for (some) teachers?*

- Courses/ badges not valued by staff as they aren't perceived as beneficial or relevant to them or their courses/ professional practice
- Time .. (although two badges per year seems very reasonable to me) *and/ or* access to various workshops or online badges
- Hesitation (and/ or nervousness and self-doubt) to complete the teacher self-evaluation...esp. from those staff who identify by their 'profession' before being a teacher i.e. a plumber, an electrician, an engineer etc.
- Not clearly understood i.e. the 'why'. Why do we have to do this? Who decided this was the right way to frame up our organisations PD platform, and what evidence was used to inform the decision? Is this best practice?
- Too many other competing demands is the main impediment.
- I think the biggest hurdle, and the part least understood, is the self-evaluation. I think that teachers believe they should shine here, instead of using it as a tool for critical self-reflection. This means that they do not always see the need for more badges or credentials - because they already do all of that. Also, most academics generally believe that they are natural talents in teaching.
- The imho good numbers for our school are the result of rather rigid demands that all should take certain badges, and the incredible work and support by Abha.
- Another problem might be a lack of structure on the badges - I think there should be a structure like a study plan, and teachers should be able to apply for APL just like our students.
- The self-evaluation percentage is low, but many staff completed this at the end of last year and that informed conversations.
- Some kind of APL/RPL for teachers who have teaching qualifications would probably be very warmly received and a long way in my school.
- Anecdotally I've heard that some of the badging workshops have been fairly poorly run/presented from a teaching & learning perspective when they should be setting the standard for what good looks like. I've haven't experienced that directly though.
- The perception of badges being a compliance exercise is something I'm continuing to work on. Some teachers also perceive it as being a bit patronising. My focus for the year is for staff to choose and complete badges that have value to them as professional development.
- I think there are two main categories of staff who have not engaged:
 - Staff who have had a history of disengagement - this would include those who have recently left or are leaving. Some staff have or are being performance managed and this includes badging expectations.
 - Staff who have high workloads and struggling to keep on top of things. I expect these people will catch up in the quieter months of November and December. I know most of the staff intend to complete their second badge by the end of the year.
- Workloads are too heavy
- Staff want to explore the PD and take ownership, rather than being told what to do and how much to do (carrot vs stick)\

- Some of the initial feedback on badges wasn't positive, so this may be a deterrent

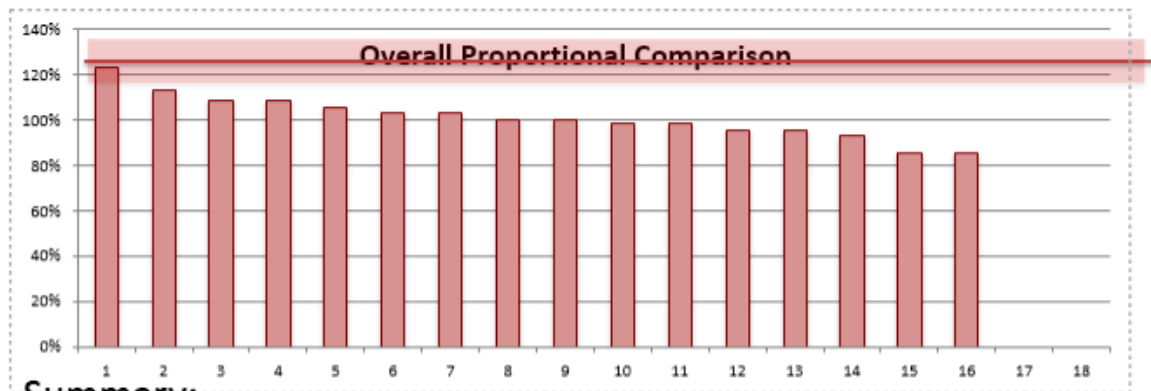
Note that some (many?) of the following comments are from individual teachers, rather than the Head of School; HoS invited staff to give their response.

- Limited time with other competing demands and tasks (including other critical professional development that isn't counted as a badge). Huge time commitment was over what TPA seem to think it is. One badge can be accommodated, two or more can't. Maybe follow the 70:20:10 model that is included in the ADEP system?
- People who are part time are expected to do the same amount of badges as full time - which is just not fair.
- Much of it seems like "box ticking" or "busy work".
- Having experienced poorly led badge workshops makes it difficult to be motivated to do another. Poor quality workshops. Terrible presentation.
- The workshops are not inspiring. Lack of new or relevant content.
- Feeling like this is doubling up on a formal adult teaching qualification that some staff are already doing. Staff with recent higher-level teaching qualifications are still expected to do them, and staff currently studying toward formal teaching qualifications still have to do them. This seems odd considering there is no external recognition of badges.
- Things that seem important aren't badges (e.g. dealing with distressed students, student supervision, research skills).
- Some of the stuff we are interested in does not yet have a badge created for it.
- Difficulty in finding out which workshops are running – the moodle pages are clunky.
- Being told a workshop is a badge accreditation but then finding out it's in the process of becoming one AFTER having sat through the workshop and then nothing happens.
- The timing in which they're run in the year.
- The amount of work required for each badge is not equal.
- Lack of consequences if not done (i.e. Like practice passport).
- Lack of recognition if done (i.e. Like practice passport).
- Staff not seeing value in completing the badges/upskilling.
- Lack of personal motivation.

Appendix 6 – TCD Badges Awarded, June 2018 to 31 August 2019

		Badges Awarded July 2018 – 31 January 2019				Badges Awarded 1 February – 31 August 2019				
	Badge name	Māori Moe	Māori Oho	Māori Ora	Total	Māori Moe	Māori Oho	Māori Ora	Total	Total to Date
1	Working with International Learners	0	0	1	1	0	0	0	0	1
2	Working with Pacific learners	8	0	0	8	6	4	0	10	18
3	Design collaborative learning	7	5	9	21	0	6	1	7	28
4	Design group assessment	0	0	0	0	0	0	1	1	1
5	Design summative assessment	1	3	3	7	4	3	2	9	17
6	Improve summative assessment	4	1	1	6	3	0	0	3	9
7	Moodle-Design a learning Sequence	1	0	0	1	0	0	0	0	1
8	Moodle-Learning design basics	0	4	7	11	10	1	1	12	23
9	WIL Strategy selection					0	0	0	0	0
10	Communicate effectively with learners	5	0	1	6	1	2	5	8	14
11	Embed active learning	0	0	1	1	0	0	1	1	2
12	Echo 360 Classroom engagement - interactive presentation	0	0	0	0	2	0	0	2	2
13	Facilitate collaborative learning					0	0	0	0	0
14	Introduction to assessment and feedback					0	0	0	0	0
15	Moodle for assessment	0	1	0	1	4	0	0	4	5
16	Moderation of Assessment: Policy and Procedures	18	12	12	42	38	19	10	67	109
17	Pre-moderate assessment materials	1	4	0	5	0	4	0	4	9
18	Peer teacher observation	0	2	1	3	6	2	3	11	14
19	Academic Integrity					7	2	0	9	9
20	Working with Graduate Profiles					0	0	0	0	0
21	Feedback for Learning					0	0	1	1	1
22	New Teacher Induction					3	0	0	3	3
	Moodle Learning Design Basics-Mauri Moe	15	0	0	15					15
	TCD - Design a Course (Suspended for Re-Design in 2019)	0	5	0	5					5
	TCD - Improve Summative Assessment V1 (pilot)	4	0	0	4					4
	TCD - Designing Work-integrated Learning	10	0	0	10					10
	Total	74	37	37	148	84	43	25	152	300

Appendix 7 - Badge Comparison (2 April 2019)



Summary:

- 15 badge courses were evaluated (as at 2 April 2019)
- Text volume ranged from 1655 to 4238 words
- The typical number of artifact pages ranged from 1 to 8
- The number of links to external material ranged from 14 to 48
- 5 courses were estimated to be at NZQA level 4, 6 at level 5 and 5 at level 6.
- The largest course is overall nearly 50% bigger than the smallest course

Badge Name (Averages)	Text Volume (2584)	Number of Links (29)	Pages of Artifacts (4)	NZQA Level (5)	Size Comparison
Embed Active Learning (f2f)	4238	48	7	6	123%
Design Collaborative Learning	3629	30	8	6	113%
Working with EAL Learners	4082	30	6	6	108%
WIL Strategy Selection	5197	14	4	5	108%
Working with Pacific learners	3357	44	4	4	105%
Moodle for Assessment	5192	31	1	5	103%
Moodle - Design a Learning Sequence in Moodle	2284	41	3	5	103%
Facilitate Collab learning	2238	30	4	6	100%
Design group assessment	2630	29	5	6	100%
Moodle - Learning Design Basics	3493	29	3	5	98%
Communicate effectively with learners	2407	30	3	4	98%
Pre-moderation	2590	21	5	5	95%
Peer Observation	3487	22	3	5	95%
Moderation: Policy and Procedures	3049	27	4	4	93%
Introduction to Assessment and Feedback	2159	19	3	4	85%
Echo360 - Interactive Presentations	1655	26	2	4	85%