

The Unitec Learning and Teaching strategy

2019 - 2022

NB: This is a draft, developed to combine the work of Ako Ahimura Committee members and to align with other Unitec strategies, e.g. the People Strategy.

The format is:

Vision and Priorities – based on Manaakitia te Rito

Principles that inform the way we achieve goals and objectives

Goals and a small number of objectives for each goal that are clearly actionable.

Vision:

Led by Te Noho Kotahitanga we manaaki the success of our students and communities.

Strategic Priorities

- 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
 - Goal related to improving the success of all students
 - Ensure data is collected, analysed and used to inform all decision-making and advice related to learner success, and to target support where it is most needed
 - Build and maintain a School-level system for monitoring and reporting on agreed data points, and for outreach to at-risk students
 - Goal related to achieving parity for Māori, Pacific and Under 25s by 2022, enhancing International student success
 - Achieve related objectives from Priority Group Success Strategies
 - Embed I See Me Initiatives and continuing to build on those as business-as-usual practices
 - Develop strong partnering of Schools and Support Teams with Priority Group teams
 - Embed International Code of Practice
 - Establish Codes of Practice for Priority Groups? Domestic students?
 - Goal related to serving the educational needs of the West, Central & North Auckland communities
 - Ensure all programmes are responsive to industry and community needs
- Provide high quality learning, teaching and applied research to develop work-ready lifelong learners and return to Category One
 - Goal related to providing high quality learning, teaching and applied research
 - Develop robust evaluative practices at course and programme level through Āta Kōrero
 - Ensure all eligible programmes are research-informed (objective aligns with Research Strategy)
 - Establish a set of digital learning goals as part of this L&T Strategy
 - Operate an effective, compliant, efficient APL system
 - Contribute to RoVE and NZIST strategic direction, particularly in

- relation to work-based learning
 - Goal related to developing work-ready lifelong learners
 - Ensure all programmes achieve a constructive alignment of graduate outcomes with learning and teaching and assessment activities
 - Goal related to a return to Category One
 - Ensure all courses and programmes become and remain fully-compliant with external regulatory requirements
 - Maintain Academic Board and sub-committees workplans and effective oversight of a Quality Management System and Academic Risk Register
 - Ensure all AQAP elements are fully-achieved and practices embedded in business-as-usual
- Engage and inspire staff so they are proud to work at Unitec and are equipped with the capabilities to support quality learning
 - Goal related to engaged and inspired staff
 - Goal related to teachers with the capabilities to support quality learning
 - Ensure Teacher Capability Development and badging meet teachers and institution's needs, and are continuously improved
 - Establish and maintain system for ensuring the professional currency of all teachers
 - Integrate Teaching Capabilities with recruitment and promotion processes
- Build a financially sustainable organisation to invest in the future with an operating surplus by 2022
 - Goal related to financial sustainability
 - Develop course design practices that ensure efficiency, maximise resources and classroom footprint use, and maintain sound SSRs while ensuring pedagogically sound modes of learning

Principles

The Unitec Teaching and Learning strategy is made up of three interrelated goals. These are grounded in the values of Te Noho Kōtahitanga, more specifically through an understanding of **Ako, Aro and Āta**, and provide a framework of kura ako, ako and arotake for schools to plan their responsiveness when developing quality student-centred teaching and learning.

- Te Noho Kotahitanga
- Kura Ako
- Arotake
- Āta

Distil the below into a small set of principles, remove actionable goals and transfer to goals above.

Goal 1. Kura ako – Design learning of programmes and courses



1 (a) Programmes and courses are designed to facilitate student learning by:

- explicitly and continuously connecting learning outcomes, pedagogy (teaching) and assessment
- including clear pathways for learning progression
- including processes to ensure authentic and relevant Māori and Pacific input, world views, content, and experiences
- providing authentic learning experiences
- employing the most appropriate methods of learning for the subject matter and learners (e.g. online, face-to-face, in workplaces, at-distance)
- using pedagogically-appropriate digital technologies
- being research informed
- being future-focused and sustainable

1 (b) Programmes and courses develop work-ready graduates by:

- being based on evidence from a range of sources to inform programme development/review/renewal
- prioritising work-integrated and work-based learning for professional identity formation
- being based on industry and community needs
- balancing between industry discipline and generic work skills
- including multiple literacies needed for lifelong learning

1 (c) Aromatawai (Assessment) is designed to be fit for purpose and to contribute positively to student learning by:

- designing *for* learning, and *of* learning
- planning explicit connections between learning outcomes and teaching
- authentically and relevantly assessing the knowledge, skills, and capabilities required for the workplace. It reflects a balance between current course content and lifelong learning capabilities
- encouraging student engagement and participation
- ensuring workload and scheduling considers the wellbeing of students and staff
- being quality-assured through Unitec academic quality processes

Goal 2. Ako – Teaching and Learning

2 (a) Strategies of partnership and collaboration are facilitated to maximise student learning by

- prioritising whanaungatanga, building meaningful relationships between people, places and contexts
- acknowledging, and responding to and engages diverse learners in order to develop success and confidence
- developing a shared learning purpose involving students, staff, industry, and community
- building on student prior knowledge and experience
- encouraging collaborative learning
- reflecting and adapting to students' learning needs

2 (b) Strategies to prepare work-ready lifelong learners are developed by:

- challenging, inspiring, transforming and instilling a passion for learning
- requiring active engagement of learners in their learning

- drawing from a range of teaching/learning approaches (e.g. active learning, flipped learning, blended learning, work-based learning)
- using pedagogically-appropriate digital technology
- applying learning to real world contexts, environments, expectations

2 (c) Aromatawai (Assessment) promotes learner engagement and enhances learning by:

- facilitating assessment for learning and of learning
- facilitating development of assessment and feedback literacy to actively improve student learning
- being equitable and considerate of student wellbeing

2 (d) Our Kaiako (teachers) are engaged, inspired and equipped with the capability to support and facilitate student learning by:

- developing whanaungatanga and building meaningful relationships, and connecting learning to their students' culture as culturally responsive and relational teachers
- believing that everyone has the capability and capacity to learn, and being agentic thinkers
- designing and facilitating for effective learning
- improving the experience for their learners by being innovative in their practice
- creating learner centered environments
- being open to feedback to support student learning
- reflecting and inquiring into their own teacher practice
- engaging in continuous professional learning
- building partnerships and being engaged with industry and community
- engaging with and building partnerships within Unitec to provide support for students

Goal 3. Arotake. Evaluate learning and teaching

Arotake is a continuous and ongoing process of reflection and evaluation, seeking ever greater success in the way we design, facilitate, assess learning, and provide support for our students