



# minutes

## AKO AHIMURA | LEARNING & TEACHING COMMITTEE

**MEETING OPENED: 0903h**

**Date: 2019-11-21**

**Scheduled Start: 0900h**

**Scheduled End: 1100h**

**Location: Building 180-2043**

### 1. Whakatuwheratanga | Opening

#### 1.1. Karakia Timatanga | Opening Prayer

Manawa mai te mauri nuku  
Manawa mai te mauri rangi  
Ko te mauri kai au  
he mauri tipua  
Ka pakaru mai te pō  
Tau mai te mauri  
Haumi e, hui e, taiki e!

Embrace the power of the earth  
Embrace the power of the sky  
The power I have  
Is mystical  
And shatters all darkness  
Cometh the light  
Join it, gather it, it is done!

#### 1.2. Mihi Whakatau | Welcome Speech

##### **1.2.1. Committee Self-Assessment**

Today: Summative Performance of Ako Ahimura for 2019

Next: TBC

##### **1.2.2. Important Dates**

Next submissions: 2020-02-12

Next meeting: 2020-02-26 (Wednesday)

##### **1.2.3. Calendar 2020**

Noted.

**ACTION** → Chair and Secretary to consider a timing of 0830h-1030h to align better with teaching timetables, and thus improve opportunity for academic staff engagement.

**1.3. Ngā Whakapāha | Apologies****Mema tae ā-tinana | Present**

1. (Chair) Simon Nash
2. Andrea Thumath
3. Falaniko Tominiko – Dep. 1000h
4. Guillermo Ramirez-Prado
5. Hugh Wilson
6. Jackie Tims
7. James Oldfield – Arr. 0957h; Dep. 1053h
8. Lee-Anne Turton
9. Maura Kempin
10. Mitra Etemaddar
11. Richard Fahey – Arr. 0930h

12. Rowena Fuluifaga – Arr. 0940h

13. Simon Tries

14. Sue Tullett

15. Tracy Chapman – Dep. 1000h

16. Veraneeca Taiepa

**Ngā Whakapāha | Apologies**

1. Amos Clarke
2. Chris Stoddard
3. David McNabb – PD Leave
4. Hamish Foote
5. Marcus Williams

**MOTION**

That the Committee accept the apologies for the meeting.

Moved: M Etemaddar

Seconded: G Ramirez-Prado

**MOTION CARRIED****Quorate Status**

A minimum of 12 members was required; the meeting was deemed quorate.

**Kore i tae ā-tinana | Absent**

1. Kane Campbell
2. Lorne Roberts

**Hunga mahi | Staff in attendance**

1. Daniel Weinholz (Secretary)

**1.4. Mahia Atu | Matters Arising**

(None)

**1.5. Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting/s****MOTION**

That the Committee approve the Meeting Minutes of 2019-10-17.

Moved: L Turton

Seconded: M Etemaddar

**MOTION CARRIED**

## 1.6. Ngā Tautapu Arotake | Actions for Review

### Committee Actions Table

Date Created	Item Identifier 2019.AALTC	Description	Responsibility	Target Delivery Date	Status / Date Completed
2019-04-18	<b>Action-019</b> <i>Renumbered from: Standing-004</i>	<p><b>Review of Unitec's Learning and Teaching Strategy</b> Develop a proposed L&amp;T Strategy with enlarged view of possible stakeholders post-RoVE.</p> <p>2019-05-23: The aim is to keep progress incremental, steady and simple, fitting it within the existing Unitec strategies. Simon Nash shall present a draft strategy to the next meeting. (Submission due 2019-06-06)</p> <p>2019-06-20: Draft strategy not ready for presentation.</p> <p>The Working Group has had a couple of meetings and workshops. They are currently focussed on trying to integrate the Strategy with the Unitec Diamond, Te Noho Kotahitanga and the other Success Strategies, and to make the wording accessible, consistent and clear in providing direction. They aim to have a draft ready to present to the next meeting. It aims to be pragmatic and minimize 'new' work for academic staff, taking care to align with the current Unitec direction.</p> <p>After completing the draft, it needs to be validated by a wider audience, especially in relation to any possible gaps and its application to Priority Groups. The intention is to bring it first to the Committee, then circulate it to a wider academic staff audience before it going up to Academic Board.</p> <p>The Committee commended the Working Group for working backwards from the Unitec Diamond and developing ways to reach that endpoint, especially around Work Ready Graduates. It also urged the Working Group to ensure consideration was given to:</p> <ul style="list-style-type: none"> <li>the role of Industry Advisory Committees</li> <li>valid / accurate alignment of Graduate Profiles with Industry Expectations</li> <li>student time spent on worksites / Work Experience, which has proven highly valuable for producing quality graduates</li> </ul> <p>2019-07-18: Maura delivered an update. Anne, Veraneeca and Maura shall continue drafting and aim to present the draft at the next meeting. Anne and Maura are to co-lead this Working Group.</p> <ul style="list-style-type: none"> <li>Veraneeca and Anne met twice and have unpacked what Te Noho Kotahitanga might look like in the Teaching and Learning strategy.</li> <li>Investigating a diagrammatic representation of the weaving of all the parts.</li> <li>Aiming to develop a document that is jargon free or language explained and has a guide to possible 'how to' questions.</li> </ul> <p>2019-08-22: The Chair advised that the Manaakitia te Rito Renewal Strategy includes lists of sub-strategies in the four strategic areas. The L&amp;T Strategy which is currently being reviewed and the Academic Portfolio Strategy that doesn't exist yet will be combined into one Academic Strategy that will include a strategic direction to ensure that the Academic portfolio is meeting stakeholders needs. During discussion, the following points were raised:</p> <ul style="list-style-type: none"> <li>Should the next logical step be to include research with teaching and learning as all three would fall under the Academic Portfolio? The Chair advised that he would meet with Marcus Williams to discuss this further.</li> <li>Maura gave an update and advised that the L&amp;T Strategy now has overarching principles that are more clearly aligned with various success strategies and the next task was to agree on strategic priorities and actions for the next 2-3 years.</li> <li>The Chair noted that he had met with Maura and Veraneeca to look at a strategy to get into the new national RoVE environment that is action oriented and has measurable outcomes.</li> <li>Maura will submit a report at the next meeting.</li> </ul>	Simon Nash Simon Tries Jackie Tims Maura Kempin James Oldfield Anne McKay Hugh Wilson Tracy Chapman Veraneeca Taiepa Kane Campbell Lee-Anne Turton Sue Tulett	TBC	Active

		<p>2019-09-19: Refer to Item 5.2. Learning &amp; Teaching Strategy. Working Group expanded to include Lee-Anne Turton and Sue Tulett. The expanded group shall meet to finalize a draft for wider consultation with teaching staff in October, noting that it is a busy time for some teaching staff but November would be too late. Simon Nash is to confirm the development timeline of the wider Academic Strategy (the integration of the Academic Portfolio Strategy, the Research Strategy and the Learning &amp; Teaching Strategy), which could influence this Strategy.</p> <p>2019-10-17: Draft Strategy presented for feedback under Item 4.2. The Working Group (Learning &amp; Teaching Strategy) shall work with the Director Ako on refinements to the Strategy to ensure that (a) it is fit-for-purpose and operable, and (b) the principles identified in the strategy are clearly reflected in the design of Teacher Capability Development and badges, and (c) staff understand the connection between strategies and their own School and Individual action plans and capability development goals. Any members interested in contributing should contact Simon Nash directly.</p> <p>2019-11-21: Refer to <b>Item 3.2. Learning &amp; Teaching Strategy</b>. Further work to continue into 2020.</p>			
2019-06-20	<b>Action-012</b>	<p><b>Presentation of Strategy for Student Success</b></p> <p>Annette Pitovao to present a synopsis of the Success Strategy for Student Success to the Committee.</p> <p>2019-07-18: Annette Pitovao has been invited and can present on 2019-08-22.</p> <p>2019-08-22: Rowena Fuluifaga advised that the first draft would be completed for presentation at the September meeting.</p> <p>2019-09-19: Update from Annette Pitovao via Rowena Fuluifaga – “Merran has changed the approach so Action-012 is no longer relevant. Annette is now working with Vivienne to build an end-to-end updated Student Journey as an overarching framework that follows on from our Renewal Strategy. The key question from Merran for the framework building is “What does manaaki mean to us? Map the student journey in a meaningful way that helps us to connect all strategies into one shared approach.”</p> <p>➔ <b>Student Journey Framework</b></p> <p>Quite a few different strategies exist. This review is to integrate them into a Student Journey Framework. It will become more than just a Student Success Strategy and will involve the four Priority Groups. The new Student Journey Framework, instead of the Student Success Strategy, will come to Ako Ahimura when it has been drafted.</p> <p>2019-10-17: The Strategy and Framework are still under development, led by Annette. When they are done they shall be presented to Ako Ahimura.</p> <p>2019-11-21: (Annette Pitovao) The “Student Journey Framework” has been broadened to the “Learner Success Map” to be inclusive of the future incoming apprentices and other learners. It will not be ready until February 2020.</p>	Rowena Fuluifaga	<p>2019-07-18</p> <p>2019-09-19</p> <p>2020-02-26</p>	<p>Invitation sent 2019-07-18</p> <p>“Student Journey Framework”</p> <p>“Learner Success Map”</p>
2019-06-20	<b>Action-013</b>	<p><b>Presentation of Strategies for Priority Groups</b></p> <p>Invite Priority Group Directors to present Success Strategies (or even pre-drafts) to Ako Ahimura and PGRSC for the purpose of raising awareness.</p> <p>2019-07-18: Toni Rewiri presented under Items 3.01.1.</p> <p>2019-08-22: Andrea presented today. Falaniko and Tracy to defer to September and November respectively.</p> <p>2019-09-19: No presentation; apologies from Falaniko Tominiko. Presentation deferred to 2019-10-17.</p> <p>2019-10-17: Pacific Success Strategy presented under Item 3.1.2. Presentation of the International Strategy is scheduled for 2019-11-21.</p> <p>2019-11-21: International Success Strategy presented under <b>Item 4.1.3. Priority Group Director Reports &gt; International</b>.</p>	<p>Secretary Simon Nash Marcus Williams Veraneeca Taiepa Falaniko Tominiko Tracy Chapman Andrea Thumath</p>	(Various)	<p>Completed</p> <p>Māori 2019-07-18</p> <p>Under-25s 2019-08-22</p> <p>Pacific 2019-10-17</p> <p>International 2019-11-21</p>

2019-06-20	<b>Action-015</b>	<p><b>Relationship of Badging to Recruitment, Progression and Promotion</b> Simon Nash will report back on how the Badging Process relates to decisions on recruitment, progression and promotion.</p> <p>2019-07-18: Robust discussion raised how the wider topic of teaching capability development relates to recruitment, staff induction, student NPS feedback and evaluations (particularly on low teacher competency), investment into capability development and expectations of ongoing professional development. Simon Nash shall seek advice as follows:</p> <ul style="list-style-type: none"> <li>From TPA and TKK on processes for collection and application of student feedback to inform quality teaching</li> <li>From Director Ako and HR on recruitment strategies around teacher competency</li> <li>From Maura Kempin on induction and early engagement</li> </ul> <p>2019-08-22: The Chair gave an update on progress with the above 3 items:</p> <ul style="list-style-type: none"> <li>The Net Promoter Score (NPS) was noted at this committee and Student Course Survey outcomes submitted to this meeting could inform in the quality teaching space.</li> <li>He has work underway with Human Resources to look at whether to retain a teaching qualification (like the existing Graduate Diploma in Higher Education) that features in some staff contracts. We have a teaching competency framework that identifies what good teaching is and Badging that demonstrates teaching competencies.</li> <li>Maura to report back about induction and early engagement at the next meeting.</li> </ul> <p>Discussion raised the following:</p> <ul style="list-style-type: none"> <li>A clear definition of expectations of teaching staff is needed</li> <li>It is imperative that career progression is connected to the requirement for staff professional development</li> <li>A project is underway to change the description of what a quality teacher is in existing policies for recruitment and promotion so it is consistent and aligns directly with agreed teaching competencies for teachers at Unitec.</li> <li>Senior lecturers need to have a Masters' degree but practitioners in some disciplines do not have masters' degrees so an incentive for career progression is needed for these staff</li> <li>The Chair will update the Committee at the next meeting on the recruitment and promotion issue</li> </ul> <p>2019-09-19: Work is still in progress. 2019-10-17: Work in progress. HR and Union representatives are working on this for both allied and academic staff. 2019-11-21: Still with HR. Staff collective agreement is up for review in early 2020.</p>	Simon Nash Maura Kempin	2019-09-19	Active
2019-06-20	<b>Action-016</b>	<p><b>Effectiveness of Student Representatives</b> Report back either through Helen Vea or Kane Campbell as to how the Student Representative system is operating.</p> <p>2019-07-18: Similar issues being raised at multiple committees – AB, QAB and AA. AB has just commissioned a Review of the PAQCs which could encompass this item. The Review will be led by Simon Tries. The scope of this item is broader than the PAQC Review, because it also includes Class Reps too. Discussion noted that:</p> <ul style="list-style-type: none"> <li>Not only PAQCs, but also Research committees, struggle to get and keep student representation. (MW)</li> <li>Students are not staff, so we may need to re-consider how we involve them due to different natures of other commitments. (HW)</li> </ul> <p>Simon Tries shall lead the Working Group discussion on how to proceed with this, and if or how it should be incorporated into the PAQC Review.</p> <p>➔ <b>Review of the PAQCs</b></p> <p>2019-08-22: Effectively incorporated into the PAQC Review. The Chair advised that this issue will be discussed by ELT and it is an issue for all committees, particularly PAQCs. Simon Tries said committee chairs, secretaries and members had been contacted and although engagement in the process was variable they got a consistent message across. A report will go to QAB before going to AB. A key finding was that although PAQCs are governance groups, a lot of management was going on and they were treated as team meetings instead of committees that have oversight of a number of programmes. Training for committee chairs is to come.</p>	Simon Tries  Steve Marshall Helen Vea Simon Nash Rowena Fuluifaga	TBC	Completed 2019-11-21

		<p>The following points were raised:</p> <ul style="list-style-type: none"> <li>Student representatives get training to be on PAQCs to get connected with students and staff. Send the names of class representatives should be sent to the Student President,</li> <li>Annette Pitovao is involved in the review of student representation.</li> </ul> <p>2019-09-19: PAQC Review Recommendations approved by Academic Board 2019-09-11. Further implications and work still being determined. Implementation requires better recruitment and training of Student Representatives for their effective engagement. Student Representatives will be remunerated for their time, with the details yet to be decided by ELT.</p> <p>2019-10-17: ELT aims to commence the implementation at the start of 2020, including training for PAQC Chairs and Student Representatives. Simon Tries shall present the PAQC Review Recommendations to Ako Ahimura 2019-11-21.</p> <p>2019-11-21: Refer to <b>Item 4.3.1. Recommendations from the Review of PAQCs.</b></p>			
2019-09-19 Item 3.2.2.	<b>Action-018</b>	<p><b>Teacher Induction – Compulsory &amp; Supported</b></p> <p>Simon Nash (Chair of Ako Ahimura) shall write to Academic Board requesting recommitment to mandatory induction of new teaching staff, and to support resourcing of the operational measures needed to implement it. Chair of Ako Ahimura is to provide advice to Academic Board on the thresholds and options (e.g. online versus face-to-face) for mandatory induction. Due to Academic Board 2019-10-09.</p> <p>2019-10-17: Nothing to report yet.</p> <p>2019-11-21: With Nick Sheppard and Trude Cameron.</p>	Simon Nash (Chair)	2019-10-09 (Academic Board)  TBC	Active
2019-11-21 Item 1.7.	<b>Action-020</b>	<p><b>Committee Work Plan 2020</b></p> <p>Ensure that the Committee Work Plan is ready and active in 2020.</p>	Simon Nash (Chair of Ako Ahimura)	2020-02-26	Active
2019-11-21 Item 3.1.	<b>Action-021</b>	<p><b>NZQA Approach to Monitoring of Diplomas</b></p> <p>Receive and analyse the NZQA Monitoring Reports for New Zealand Diploma in Business (NZDB).</p> <p>Consult with other ITPs for similarities and differences.</p> <p>Seek further clarity from NZQA on their perspective on the role of Learning Outcomes in the context of the Course and Programme as a whole.</p> <p>Provide a response to NZQA with Unitec's perspective.</p>	Simon Tries Maura Kempin	TBC	Active

Next Action #: Action-022

### **1.7. Work Plan**

Noted.

#### **Committee Self-Assessment**

It is unsatisfactory that the Work Plan has remained in a draft state for so long. It really must be sorted out for 2020.

**ACTION-020 // Committee Work Plan 2020** → Simon Nash (Chair of Ako Ahimura) is to prioritize and ensure that the Committee Work Plan is ready and active in 2020. Due by the first meeting next year, i.e. Ako Ahimura 2020-02-26.

### **1.8. Academic Quality Action Plan (AQAP) Updates**

From: Simon Nash (Director Ako)

The Director Ako requested feedback from members.

*AQAP Progress Overview > Specific Actions > REC 10b: CERTIFICATE: Review assessment & moderation practices & outcomes*

Feedback: Noted that this item is marked as 80% complete. Question raised as to who is actually doing this review work.

Response: The AQAP aims to better Academic Quality processes into Business-As-Usual work, rather than assigning the tasks to separate people as one-off projects.

#### *Dissemination of Lessons Learned*

Feedback: Question raised of whether / how we could get feedback on the lessons learned from implementing the AQAP, particularly relating to the aim of gaining approval for the New Zealand Certificate in Study and Career Preparation and aligning it with the Schools.

Response: A similar question was raised at a recent Extended Leadership Team meeting. It is recognized that Unitec needs better coordination and information sharing between Schools.

#### *Academic Workload Scheduling*

Feedback: The recent weeks have had a significant number of workshops, etc. scheduled for academic staff. This coincides with the intense period of examinations and the associated processing of marking, moderation, grades, etc. This period should be hedged for academics to focus on closing out the semester.

Response: Unites does have an Academic Quality calendar, but it is not well used. Trude Cameron and Nick Sheppard are working to better coordinate and triage the demands of operational and academic workloads.

## **2. Mea Hei Whakaae | Items to Approve**

(None)

### **3. Mea Hei Kōrero | Items to Discuss**

#### **3.1. 2018 Summary of NZQA Monitoring of New Zealand Diplomas in Business (Level 5 & Level 6)**

From: Maura Kempin / Simon Tries

##### ***Recommendation/s***

*That the Ako Ahimura discuss the following high-level summary of issues identified in the NZQA 2018 report on monitoring NZDip Business (Level 5 & 6) [Refs: 2459 & 2460] with a particular focus on the concerns/implications raised by both TPA and TKK for Unitec and determine whether to seek clarification, and/or to provide feedback to NZQA about any issues raised in the report.*

##### ***Background***

Two years ago, NZQA commenced a review of Level 5 & 6 Diplomas. It found many concerns. 2019 marks the second year of intensive monitoring of NZDB. The report from NZQA on NZDB monitoring technically only addresses Level 5 & 6 Diplomas, but it could possibly imply that the perspectives described in the report should also apply to Level 7 Diplomas and higher degrees. The NZQA report attached to this particular memo draws from its 2018 findings. A new report is expected in the next few weeks.

##### ***Main Issues***

The main concern is that NZQA could hold the perspective that assessment should be structured such that:

1. Every piece of assessment is marked against each and every Learning Outcomes of that Course.
2. Every piece of assessment essentially could need to become Compulsory, because one assessment could equate to one Learning Outcome.

##### ***Discussion***

The Committee held robust discussion, with points including the following.

- We don't know if this is the possible perspective of just one individual at NZQA or if it represents the approach of the entire NZQA.
- It would appear to be aiming to transform Learning Outcomes into "Unit Standards by stealth".
- Such an approach clearly does not consider the pedagogical strategy of "assessment *for* learning", but only considers "assessment *of* learning".
- Some members felt that if every Learning Outcome is truly important, then every Learning Outcome should be Compulsory. Conversely, if a Learning Outcome is not important enough to be Compulsory, then its validity as a Learning Outcome is questionable.
- The details of the wording of a Learning Outcome can significantly affect how it is assessed and prioritized.
- The Report would seem to imply that each student should achieve 50% or more against every single Learning Outcome, meaning that having only 49% against even one Learning Outcome would prevent a learner from achieving a Pass grade, even if they achieved 100% against all other Learning Outcomes.



- It seems to be a very prescriptive approach to assessment.
- Graduate Profiles are broader and more important than individual Learning Outcomes because they link more strongly to what the wider world is looking for in a graduate.
- Unitec aims for a more authentic learning / holistic assessment model, in contrast to the Report's approach of ticking off every individual Learning Outcome.
- If NZQA does hold this view, it is also unclear if they intend to apply it further to higher level Degrees or keep it only with sub-Degree Diplomas.

**ACTION-021 // NZQA Approach to Monitoring of Diplomas** → Simon Tries (Manager, Te Korowai Kahurangi) and Maura Kempin (Manager, Te Puna Ako) to:

1. Receive and analyse the NZQA Monitoring Reports for New Zealand Diploma in Business (NZDB).
2. Consult with other ITPs for similarities and differences.
3. Seek further clarity from NZQA on their perspective on the role of Learning Outcomes in the context of the Course and Programme as a whole.
4. Provide a response to NZQA with Unitec's perspective.

## MOTION

That the Committee endorse Simon Tries and Maura Kempin to seek clarification from NZQA and provide feedback to NZQA about any issues raised in the report.

Moved: J Tims  
Seconded: A Thumath

**MOTION CARRIED**

Note: The proceedings below occurred after Item 4.3.1. but were recorded following Item 3.1. due to their related nature.

From: Simon Tries

### *Unapproved Changes to Programmes*

Unitec does have a process for approval of changes to programmes. Such a process has not always existed, but it does now. For more information, contact Simon Tries directly.

### *Lack of Robust Programme Review*

This issue is being addressed by the PEP Process which is continually becoming more effective. The wording from NZQA is unclear as to whether or not it refers to the 5-Year Programme Reviews, as these do not apply to sub-degree programmes (e.g. NZDB).

### **3.2. Learning & Teaching Strategy**

Related: 2019.AALTC.Action-019 (renumbered from Standing-004)

From: Simon Nash

#### ***Background***

Director Ako apologized the extremely late submission of this item into the agenda, with the new draft Strategy only being submitted yesterday. The draft Strategy still has much content to fill in. It will not be completed within 2019 as had been originally hoped. Instead, work shall continue and it shall be presented again to the Committee in 2020.

The purpose of presenting it to Ako Ahimura 2019-11-21 is for the members to examine the structure of the document rather than the content. It is to be seen as a starting point, neither yet comprehensive nor complete.

It has been adjusted to fit within *Manaakitia Te Rito* and aligns with the structure of other Strategies. Many of the items currently called “goals” are actually principles, not goals. New goals are being drafted which more closely link to *Manaakitia Te Rito*. After these are done, objectives will be listed, knowing that many of them are already underway.

By using *Manaakitia Te Rito* as the starting point, more focus is put on Student Success and the institute as a whole, rather than appearing as another “Te Puna Ako Strategy”. This approach also puts more emphasis on data, evidence and outcomes.

#### ***Staff Engagement – Te Reo Māori***

The Strategy, in line with the institutional direction, makes increasing use of *te reo Māori* embedded throughout. Non-Māori speakers need consideration and support to understand the definition and pronunciation of *te reo* terminology. Some staff now spend a notable amount of time using Māori Dictionary to remain engaged with Strategies, etc. Many staff though won't or can't find the time to do so and will simply be less engaged. Staff are generally reluctant to use a separate reading as a guide to the original reading.

Extensive published research has been conducted into how best to embed / intertwine two languages in this manner (R Fuluifaga). Suggestions include creating a glossary, pronunciation guide, footnotes and a glossary appendix.

#### ***Staff Engagement – Buy-In of the Strategy***

Concern: A general feeling could exist among teaching staff that this is simply yet another strategy / initiative / plan imposed upon them. The development of the Strategy needs to be certain that grassroots staff have ample time to read, review, collaborate, interact with the Strategy while it is still in draft form.

Response: The Committee Membership contains a Senior Academic staff member from each School. Committee members are expected to take up the responsibility of sharing the draft Strategy with their School teams, in addition to other mechanisms used to increase staff engagement and buy-in.

#### ***Staff Engagement – Relevance of Strategy to Audience***

Concern: Some aspects of the Strategy are not perceived to be significant to the audience of academic staff. For example, “financial sustainability” is part of the greater *Manaakitia Te Rito* and has little relevance to the pedagogical delivery of courses in a classroom. A number of members agreed with this sentiment. Academic staff aim to deliver a quality course that

engages and inspires students. Where the consideration of “financial sustainability” appears in a classroom setting is not clear.

Response: The *Learning & Teaching Strategy* is not only for the audience of academic staff; it is for the whole institute. It should be viewed as the Learning & Teaching application of *Manaakitia Te Rito*. The Strategy needs to interact with multiple levels, not just with learners in a classroom, but also for programmes, Schools and the whole institute. *Manaakitia Te Rito* has about twenty Strategies which draw from it. If individual academic staff know the following three things, then that should be sufficient; they need not understand all the other Strategies.

1. The *Learning & Teaching Strategy*
2. Their own School's Action Plan
3. How the Action Plan fits into *Manaakitia Te Rito*

### *Classroom Guidance*

Suggestions and comments on how the Strategy could be targeted toward classroom activity included the following.

- Activity undertaken in line with the Strategy is covered by Action Plans, ADEPs, CEPs, TCD and more.
- All these activities and items are done and written by academic staff. They must be kept highly engaged with the principles of the Strategy.
- New staff at Unitec tend to feel overwhelmed. We need to work at keeping things short rather than covering every single detail.
- The Strategy could have two versions, one that contains the more general first half, and one that contains only the more specific teacher-focused second half.
- If key members in a School or Programme team understood the Strategy well, then they could lead how it applies in classrooms.
- The “Principles” of the Strategy could be extracted and publicized through wall posters.

Note: No motion was deemed necessary for this Agenda item.

## **4. Ngā Tukunga | Items to Receive**

### **4.1. Rīpoata a te Kaiwhakahaere o ngā Rōpū Whakaarotau | Priority Group Director Reports**

#### **4.1.1. Māori**

From: Veraneeca Taiepa

#### *Badges*

Professional Development Badges for *Living Te Noho Kotahitanga* were recently awarded based on Version 1 of the training, which included ELT. Version 2 has now been developed, and feedback includes that it supports more efficient marking and that the evidence submitted from staff has been of a very high quality.

Best practices identified through Badging will be summarized and shared, after gaining permission from participants to use the information in that way. Suggestions for how sharing could occur included Case Studies and Symposiums. Maura Kempin is working on how to share best practices.

### *Reporting of Badges*

Whether or not the achievement of or development gained from Badges gets reported in PEP Workshops depends on the relevance that a programme team puts on a Badge. It is more likely that Badges will be reported in the CEPs, because these are more tied to individual self-evaluation.

#### **4.1.2. Pacific**

From: Falaniko Tominiko

### *Pacific Navigators*

In application of increased resourcing for the purpose of achieving the parity targets, two positions in the Pacific Support team have been disestablished and replaced with three new positions which shall be known as Pacific Navigators. Navigators shall cover all the previous workload of the two old positions, plus working with School Champions and more. They will collaborate with Schools in a similar way to Māori Kaihautū.

Current two team members disestablished. 3 new roles created – Pacific Navigators – which cover all the old workload plus more, e.g. working with School Champions. They will interact with Schools in a similar way to Māori Kaihautū.

Academic issues will still go to Academic Development Lecturers. Issues related to Pacific can go to the Navigators.

### *Operations Plan*

Each monthly report provides a live link to the Operations Plan. Progress against the Operations Plan feeds into the report. This was deemed a sufficient response to the request for presentation of the Operations Plan made at Ako Ahimura 2019-10-17, Item 3.1.2.A.

#### **4.1.3. International**

From: Tracy Chapman

The Strategy has been presented to and approved by Academic Board.

Work is underway with Te Korowai Kahurangi to strengthen the rationale behind EPI Targets, which are higher than other Priority Groups.

### **Committee Self-Assessment**

The Chair noted that it is great progress for Unitec to have all the Priority Group Strategies and Operations Plans approved and being implemented. A similar noted improvement is how the Directors now identify which items in their monthly Report are aimed at which committee.

#### 4.1.4. Under-25s

From: Andrea Thumath

Everything is tracking well and lots of activity is happening. Next week shall see 600 students from Years 9 and 10 visiting the Unitec campus. More schools continue to register with UPC.

#### **MOTION**

That the Committee receive the Priority Group Director Report/s:

1. Māori
2. Pacific
3. International
4. Under-25s

Moved: A Thumath  
Seconded: R Fuluifaga

**MOTION CARRIED**

#### **4.2. Teacher Capability Development Report**

From: Maura Kempin

##### *ADEP Reporting*

The score for the 2019 ADEP Plan Submitted for Computer Science is particularly low due to a high number of new staff this year. ADEP Plans will most likely be removed from this Report in 2020.

##### *Concerns*

Any concerns on the accuracy of scores in the report should go directly to Maura Kempin.

#### **MOTION**

That the Committee receive the Teacher Capability Development Report.

Moved: S Tries  
Seconded: G Ramirez-Prado

**MOTION CARRIED**

### **4.3. Ngā Rīpoata | Other Reports**

#### **4.3.1. Recommendations from the Review of Programme Academic Quality Committees (PAQC Review)**

Related: 2019.AALTC.Action-016

From: Simon Tries

This item completes the related Action Item. It addresses the points raised around Student Representation on committees.

The only noted change to the original motion is that Quality Alignment Board 2019-10-31 passed a motion that PAQCs governing Level 9 or 10 programmes should have a member explicitly representing the Postgraduate Research & Scholarships Committee. For more details, refer to QAB Minutes 2019-10-31, Item 4.1.

The recommendations and outcomes of the review were approved under Academic Board 2019-09-11, Item 4.3.

Note: No motion was deemed necessary for this Agenda item.

### **5. Kupu Whakamutunga | Closing**

#### **5.1. Ētahi Kaupapa Anō | Any Other Business (AOB)**

Note: The proceedings below occurred after Item 4.3.1. but were recorded under Item 5.1.1. due to their related nature.

##### **5.1.1. Collection of Data on Academic Development Lecturers (ADLs)**

From: Rowena Fuluifaga

PEP Workshops shall start soon. Any programme teams wanting accurate statistics on ADLs should contact Rowena directly. This is because this part of the PowerBI Dashboard is being upgraded and will probably not be ready in time for the Workshops.

**ACTION** → Rowena Fuluifaga to remind / notify Trude Cameron of this information in time for the meeting of APMs on 2019-11-22.

#### **5.2. Committee Self-Assessment**

Topic: **Summative Performance of Ako Ahimura for 2019**

The Chair facilitated a special, extended period of self-evaluative committee conversations, focused on reviewing committee performance against its own Terms of Reference.

➔ *Section 1.1. To provide Unitec with strategic directions and priorities for learning and teaching and maintains related institutional policies, protocols and associated processes.*

The Committee noted that this has some overlap with Academic Board and with Quality Alignment Board. Sometimes it is not clear which committee an item should go to; sometimes it should clearly go to two of them or even all three.

➔ *Section 2.1. The Committee is framed within the values of Rangatiratanga and Kaitiakitanga.*

With increased awareness of the interwoven nature of the values of Te Noho Kotahitanga, the Committee agreed that only stating two of the values was not sufficient. All the values of Te Noho Kotahitanga should frame the work of Ako Ahimura.

# **MOTION**

That the Committee recommend to Academic Board to change the wording of the Ako Ahimura Terms of Reference, Section 2.1. to be "... within all the values of Te Noho Kotahitanga."

Moved: L Turton

Seconded: R Fuluifaga

# **MOTION CARRIED**

**ACTION** ➔ Chair of Ako Ahimura to present this Motion to Academic Board 2019-12-11.

➔ *Section 2.2. The Committee performs as a high-performance team with advanced skills in partnering for successful and collaborative problem solving for academic priorities set out by Poari Mātauranga | Academic Board.*

The Committee noted the challenge of raising engagement in the committee of academic staff, given the size and scheduling of their workload. Schools typically will end up nominating whoever is most available from their timetable rather than who may be most capable at contributing to the committee. Consideration of the suggestion of starting meetings from 0830h next year (see Item 1.2.3.) may help mitigate this problem.

➔ *Section 3. Rangatiratanga | Authority and Responsibilities*

The Committee noted that, although we do work in this way, it is not done systematically. However, the outcomes of the Quality Management System Stocktake by Academic Board, the triage of items between the Chairs of Academic Board, Quality Alignment Board and Ako Ahimura, and the consolidation of the Ako Ahimura Work Plan for 2020 will improve work inside this section.

➔ *Section 3.4. Promote and support the embedding of Mātauranga Māori within all aspects of Unitec curricula.*

The Committee noted the absence of Pacific Learning. Reasons for this include:

- No specific Learning & Teaching strategy for Pacific exists, in contrast to Mātauranga Māori.
- The *I See Me* initiatives cover some of this scope of work.
- Pacific Success Strategy > Goal 3 aims toward this.

This observation could reinforce the need for strategies, committees and other pieces of work to flow down from and align with *Manaakitia Te Rito* as a starting point.

#### ➔ Section 4. Accountability and Reporting

The Committee noted the absence of a two-way communication channel between Ako Ahimura and Academic Board. Instead, only upwards reporting is stated. An operational solution to this is for the monthly report written by the Chair of Academic Board could be included in the following Agenda of Ako Ahimura, and other Subcommittees, on a regular basis.

**ACTION** ➔ Chair and Secretary to create a space in the Agenda structure of Ako Ahimura and the other Subcommittees of Academic Board in which to share the regular Chair Report from Academic Board.

#### **5.3. Karakia Whakamutunga | Closing Prayer**

Ka wehe atu tātou

I raro i te rangimārie

Te harikoa

Me te manawanui

Haumi ē! Hui ē! Taiki ē!

We are departing

Peacefully

Joyfully

And resolute

We are united, progressing forward

---

**MEETING CLOSED: 1059h**