

The Unitec Learning and Teaching strategy 2019 - 2022

Unitec Vision:

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

Unitec Strategic Priorities

- A. 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
- B. Provide high quality learning, teaching and applied research to develop work-ready lifelong learners and return to Category One
- C. Engage and inspire staff so they are proud to work at United and are equipped with the capabilities to support quality learning
- D. Build a financially sustainable organisation to invest in the future with an operating surplus by 2022

Principles for Learning & Teaching at United

- is Led by Te Noho Kōtahitanga
 - o Rangatiratanga (Authority and Respect)
 - Wakaritenga (Legitimacy)
 - Kaitiakitanga (Guardianship)
 - Mahi Kōtahitanga (Co-operation)
 - Ngākau Mahaki (Respect)
- is learner-centered
- is an active process, balances independent and collaborative learning
- values and embeds mātauranga Māori empowered by Te Tīpare framework
- is based on respectful, reciprocal relationships between people, places and contexts
- is authentic and applied to real-world context to develop knowledge, skills and attitudes needed for work-readiness
- is informed by research and reflection
- integrates multiple literacies for life-long learning
- includes appropriate use of digital technology to enhance f-2-f and on-line learning
- is supported by Unitec's teaching competency framework

Kura Ako - **Ako** – actively promotes the reciprocal relationship between the learner and teacher. It is premised in the sharing of knowledge, experiences and skills. Ako recognises a joint responsibility and obligation to teaching and learning

Kura Ako - Arotake - 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 student



Goal 1: Kura ako - Ensure programmes and courses are designed to develop work-ready graduates that are life-long learners

Alignment: Strategic Priorities A and B; Te Tipare: Mātauranga Māori, Manaaki, Aro

Objectives:

Programmes

- 1. Ensure programmes and graduate outcomes are based on industry and community needs
- 2. Employ the most appropriate mix of delivery modes (blended, online, face-to-face, work based), guided by a set of Digital Learning Goals.
- 3. Support parity targets and Priority Group Success Strategies by embedding authentic learning and teaching practices
- 4. Ensure the wellbeing of students is factored in learning hours and scheduling
- 5. Ensure a constructive alignment of graduate outcomes with learning, teaching and assessment
- 6. Ensure relevant programmes are research informed, with the majority 'green lit'
- 7. Seek opportunities for collaboration within NZIST for programme design and delivery, and contributions to the strategic direction of learning and teaching

Courses

- 8. Explicitly connect learning outcomes, pedagogy and assessment
- 9. Ensure all courses apply the Principles for Learning and Teaching
- 10. Ensure online courses are designed according to a set of agreed guidelines
- 11. Embed I See Me initiatives
- 12. Ensure courses maintain pedagogically appropriate modes of learning

Assessment

- 13. Employ authentic/real-world assessments that contribute to positive learning
- 14. Ensure that assessments provide valid evidence of achievement of learning outcomes and are quality assured and moderated
- 15. Ensure assessment promotes learner engagement and enhances learning

Goal 2: Ako - Enhance the quality of facilitated teaching and learning

Alignment: Strategic Priorities A and B; Te Tipare: Ako, Whanaungatanga

Objectives:

- 1. Apply the Principles for Learning and Teaching to all practices
- 2. Employ strategies (e.g. I See Me, the International Code) to engage with diverse learners to develop success and confidence
- 3. Use a range of teaching techniques and activities to support chosen delivery modes (f-2-f, blended, on-line, work based) to facilitate student learning
- 4. Use pedagogically-appropriate digital technologies to enhance learning (based on Digital Learning Goals)
- 5. Use regular feedback to support student learning
- 6. Maintain collaboration and partnerships between teaching and support teams



Goal 3: Arotaki - Ensure there is continuous improvement through ongoing reflection and evaluation (of programme and course design and facilitation)

Alignment: Strategic Priorities A, B and D; Te Tipare: Aro

Objectives:

- Maintain effective governance oversight of an Academic Risk Register and Quality Management System, and in particular, of student success, programme reviews, and internal and external compliance
- 2. Ensure all EER requirements are met and AQAP elements are fully-achieved and practices embedded as business-as-usual
- 3. Operate an effective, compliant, efficient APL system
- 4. Develop and implement robust evaluative practices and improvement at programme and course levels
- 5. Maintain a school-level system for monitoring and reporting on student academic and pastoral support needs, using the data for continuous improvement and targeted support

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

Alignment: StrategicPriority C; Te Tipare: Pūkenga

Objectives:

- 1. Teachers continue to develop capability in all aspects of Unitec's <u>teaching</u> <u>competency framework</u>, following the 70/20/10 model
- 2. Ensure Teacher Capability Development systems meet teachers' and institutional needs, and are continuously improved
- 3. Integrate the Teaching Competency Framework with recruitment and promotion processes
- 4. Provide opportunities for teachers to have input into the development and updating of teaching related policies and practices
- 5. Provide opportunities for teachers to share good practice through events and other sharing platforms
- 6. Ensure teachers enhance student learning experiences by working collaboratively with a range of support services