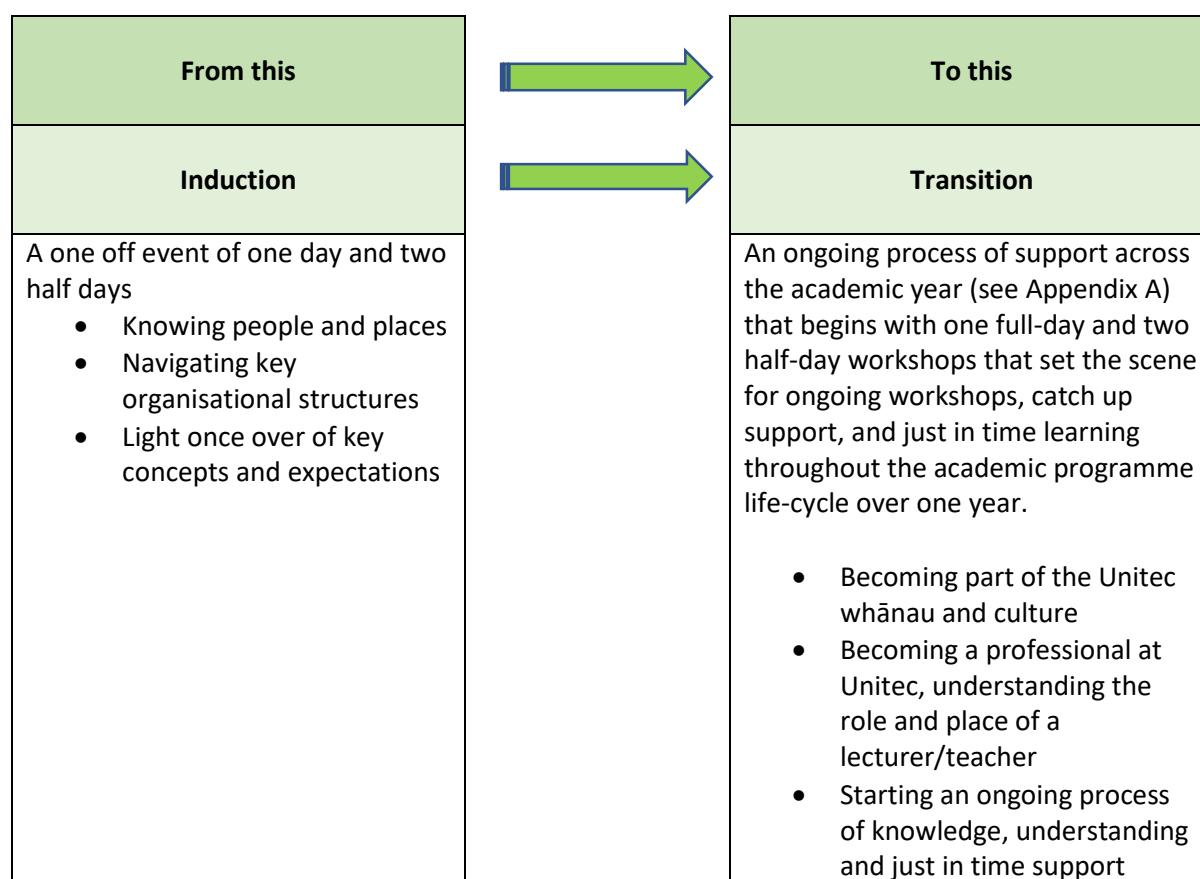**New Teacher Programme July 2020 report**

Background
New teacher induction at Unitec has been a bi-annual event, a one full day and two half day workshop held in February and July to support new staff into a teaching role in their programmes. New staff were expected to attend one of these workshop sessions, closest to their start time at Unitec.

Revisioning the Why
As July 2020 approached, there was an opportunity to rethink the work and reflect on what had happened previously with New Teacher Induction. We considered feedback from previous workshops and looked at how to support teachers in what, for many, is a new role.
The name *New Teacher INDUCTION* in itself set a scene that suggested a one off induction event. Much like the idea of transition pedagogy for learners, we wanted more of a transition process for the teachers, a process that set a platform for being a dual professional, an industry expert and a teaching practitioner. The transition processs would offer ongoing support through an academic programme life cycle over one year, providing just in time knowledge and support for their cohort by Te Puna Ako advisers, Te Korowai Kahurangi , Kaihautu, Pacific navigators and the many support services at Unitec.

From this		To this
Induction		**Transition**
A one off event of one day and two half days • Knowing people and places • Navigating key organisational structures • Light once over of key concepts and expectations		An ongoing process of support across the academic year (see Appendix A) that begins with one full-day and two half-day workshops that set the scene for ongoing workshops, catch up support, and just in time learning throughout the academic programme life-cycle over one year. • Becoming part of the Unitec whānau and culture • Becoming a professional at Unitec, understanding the role and place of a lecturer/teacher • Starting an ongoing process of knowledge, understanding and just in time support

Planning
The initial workshop event remained, however was developed on a series of themes based on the research based Teacher Capability Model developed by Te Puna Ako:
• Creating Learner-centred environments
• Designing for effective learning
• Facilitating learning

- Assessing learning

There was also a focus on
- Becoming a professional teacher at Unitec
- Academic Quality management
- Evaluating my own teaching
- Badging possibilities

The purpose of these workshops is to develop a shared understanding of :
- Your place and space as an integral part of the Unitec whānau
- Our focus on improving success for all learners, achieving parity for Māori, Pacific and U25 and enhancing international learner success
- Quality teaching and learning at Unitec

	Design		Facilitate		Assessment
Time	**Monday 29th June**		**Wednesday 1st July**		**Monday 6th July**
9:00	Karakia | Introductions		Karakia | Introductions		Karakia | Introductions
	Merran Davis. Unitec vision and strategy. Our takitahi		**Create learner-centred environments** Teaching Pacific learners		**Assess and Give Feedback on Learning**
9:30	**Create learner-centred environments** Living Te Noho Kotahitanga Badge opportunity		Badge opportunity		**Introduction to Summative assessment** Badge opportunity
11:00	Morning Tea		Morning Tea		Morning Tea (working)
11:30	**Design for effective learning** (Planning) Developing learning plans based on graduate profiles, learning outcomes and the nature of assessment.		**Facilitate learning** (Teaching and adapting) Building learning relationships with learners Developing learning activities to support learners to develop knowledge, make meaning and apply to workplace practice		Getting to know the support staff available to work with learners and lecturers. **12:30 Evaluation:** Where to next?
1:00	Lunch		Karakia | END SESSION		Karakia | END SESSION
1:30	Finalising design for effective learning and time to work on own course.				**[Elective Workshop] Design for effective learning** Moodle Basics badge opportunity
3:30	Karakia | END SESSION				

Process for identifying teachers and seeking input from programmes

HR provided a list of new hires. This list needed to be filted by Te Puna Ako liaisons for teachers who had been at Unitec and had already attended a workshop.

The list was sent to HOS and APMs to check:

- That we had captured all new teachers
- That the list was correct and to identify whether the teachers were
  1. New to Unitec but not new to teaching
  2. New to teaching but not new to Unitec
  3. New to teaching and new to Unitec
  4. Have been at Unitec for a while (or come back) but have not attended a recent teacher induction programme
  5. Have chosen to attend the workshops

A draft outline was sent to HOS and APM's for feedback and input on what they thought was needed for new teachers

Feedback from the survey included:

- Introducing our Manaakitia Te Rito Strategy 2022
- Navigating the Nest and where to find information
- Introduction to quality management processes

This feedback was incorporated into the design of the programme, and Merran eloquently introduced Our Takitahi and set the scene for the rest of the sessions.

Participants
**The July workshops**
There were 15 participants from

School	Participants
Creative Industries	• Jonty Valentine • Jeffrey Holdaway
Community Studies	• Saeideh Aminian
Computing	• Sachin Sen
Construction	• Intan Saiful Bahri • Natasha Mansen
Environmental and Animal Science	• Sacha Berger (Day 1)
Health Care and Social Practice	• Anne Jacobson • Cheryl Talamaivao • Shadi Safavi • Jill Phillips • Gilian Graham • Shobha Johnson
Trades and Services	• Johan van Westen (Day 1 and 2) • Kris Wang

An optional Moodle workshop was held at the end of Day 3, and there was high engagment from the teams of Health Care and Social Practice, and Construction.
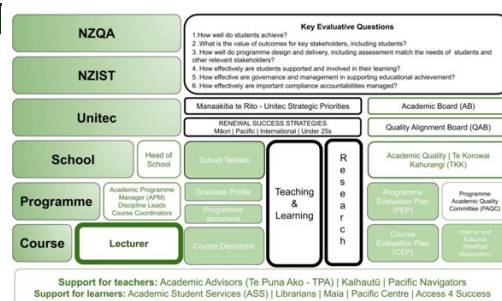
Facilitation
The programme sessions were facilitated by Te Puna Ako staff members, with guest facilitation sessions by Kaihautū, and Pacific Learning Advisors. A working morning tea was used to socialise the teacher and student facing services in conjunction with members of: Kaihautū, Pacific Navigators, Learning Advisors (Māori, Pacific, Numeracy), Te Korowai Kahurangi, and Library knowledge specialists.

A dedicated moodle site – New Teacher Induction (TCD) 2020 has been designed to house all resources. This site highlights the affordance of Moodle and is based on Moodle Standards, and the Teaching Capability Development model. The site is currently accessible to cohort members only, if you would like guest access to this site, please email Treena @ tbrand@unitec.ac.nz
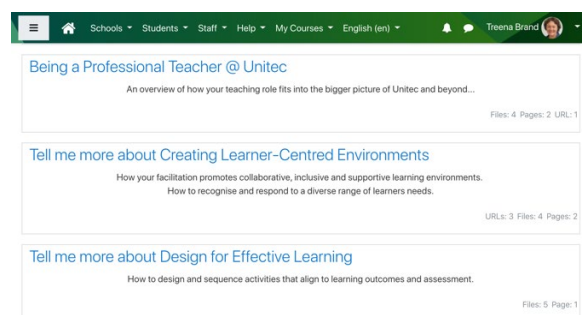
[Screenshot of Home Page]   [Screenshot of Being a Professional Teacher @ Unitec page]

Feedback from participants – [Survey sent week of July 6th (last day of Induction)]
"Aha" moments
- Acknowledgement of outside commitments pacifica and māori learners have and the support that's been put in place to help this group. How this tied back to Unitec renewal strategy (parity by 22) was clear
- Looking at how our learners learn transferring the "how's" onto the posters as an activity and also in the reo Maori. Use of exit tickets.
- deliberate acts of teaching
- How it is important and how I can get help to support pacific islands and Maori learners
- How to match assessment with learning outcomes
- Facilitation of Learning
- Phil Race's ripples
- The Learning Pit, Growth/Fixed Mindsets and Cultural Iceberg
- Deliberate Acts of Teaching
- Giving timely and appropriate feedback (bucket game)
- Moderating your peer's assessment
- Double triangle (linking constructive alignment with assessment schedule and student work)

Apply to practice
- interactive activities and being aware about giving clear direction and guidance , (throwing a paper ball in the bin exercise)
- Everything . I need to trial and error!
- Exit tickets
- Understanding cultural diversity

- Try to use the other languages greeting
- First starting to plan based on learning outcomes

What do you want to know more about
- E-learning platforms including Moodle, Echo 360 and socrative
- blended learning. Quick activities. Videos & quizzes. Condensed power points
- providing feedback without a formal assessment
- Working with moodle
- Maori culture
- Grading criteria

Feedback and reflection from Te Puna Ako facilitators [conducted week after NTI ended]

Plus	Minus	Interesting / Issue
Parity focus Cohort dynamic Mapping to Teacher Capability Development framework Moodle design Co-facilitators connecting with theories as they were being presented by other facilitators (meta-cognition) Merran kickstarting the workshop Contacting HOS and APM for comments and feedback Cheryl - input, and gifts COP community of practice	Timing for some sessions Missed Academic Integrity Time taken to find Course Descriptor and Graduate Profiles Embedding presentations in moodle PDF Not modelling the use of the collaborative space enough (COWs) Could have modelled Echo360 classroom capture	Staff who had never seen a course descriptor Connection between the different staff inductions Food budget

This feedback has been taken onboard and the next iteration of the workshops will include steps to mitage the minuses and issues identified in the above PMI.

Feedback from teacher facing support services (Te Korowai Kahurangi, Kaihautu, Pacific Navigators) and **Student facing support services** Academic advisors, Library knowledge sepcialists.
1. 56% said that they had enough time to socialise the service with 44% saying they did not.
   - 10 minutes was not long enough with suggested time being 15 minutes per support service
2. 67% believed that a kōrero or talanoa best suited the time frame with suggestons for improvemnet including
   - Having a list of participants and emails before the session
   - Being aware of groups size
   - Having posters or information of services shared and or on display

Participants enjoyed meeting "new staff filled with optimism, passion and drive to develop or nuture our learners"

As a result of this feedback, next time the services will be split across two days (and morning teas) to socialise the 'teacher facing services' (Kaihautū, Pacific Navigators, TKK, SEATS) and then the 'student facing services' (Learning Advisors – Māori, Pacific, Numeracy/Literacy, Librarians). This will allow the extra time asked for by the service members, as well as help focus the conversations around specific support for teachers, and their learners. It will also allow us to build whanaungatanga which was the whole genesis surrounding these working morning teas to begin with.

From here
- Set up regular Zoom catch ups with participants based on the needs of the cohort
- Continue to develop connections across the cohort and to the services that can support them
- Continue to develop a Moodle course which delivers content around the Teacher Competency Development model that responds to each cohort's current needs
- Continue to partner with support services teams to socialise their services to new teachers
- Continue to build knowledge and awareness of Unitec's processes to be successful in their role as a teacher
- Continue to anchor in Te Noho Kotahitanga and build a cohesive, community of practice for each cohort
- Continue to stay connected with Heads of School and APMs to have up to date information around their schools needs and desires for new teachers

Your wisdom required

- Rename the programme from New Teacher Induction to something better, does anyone have any suggestions?
- We are now transitioning from language of students to learners. So what are our academic staff called? Teachers? Or Lecturers?
- Should this course be compulsory? As a number of new teachers did not attend. If so, how should this be managed?

APPENDICES
Appendix A – Teacher Semester Plan – This is the basis of just in time information based on the lifecycle of an academic programme

Appendix A. The semester for teachers

Teachers — Considerations and planning for the semester	Before semester starts	Semester starts	First half of semester	Mid semester break	Second half of semester	Study week and 2 exam weeks	End of semester
	Previous semester check on any suggestions for changes/adaptions etc from CEP that includes teacher reflection, student feedback and any external moderation/monitor input **Teaching and Learning** • Check for latest course descriptor • Develop course outline • Plan and develop teaching resources • Check assessment connects with learning outcomes, type and % assessment from course descriptor • Adapt/modify any assessment • Dates set for assessments and negotiated with other paper dates • Moodle updated and ready - check clear and consistent • Check teaching space **Moderation** • Does a course need pre mod? • Pre moderation for all assessments completed and uploaded to H drive **CEP** • Prep for CEP by checking previous year CEP and any suggested changes/adaptions etc **ADEP** • Goals reviewed **Professional learning** • Identify any Professional learning requirements		**Moderation** • Pre mod completed (if needed) and documentation on H drive **Students** • Check students enrolled in correct papers • Check they are on SEATs and in Gradebook • Any no shows communicated to PC/AAQ Week 2 check no shows and let Programme coordinator know • Week 4 check no shows and get removed if necessary **Teaching and learning** • Develop teaching plans • Reflect on and adapt teaching if and when necessary **Student feedback** • Prep for mid semester feedback • Undertake mid semester feedback **SEAT's** Check attendance data completed **Grade book** • Check students in class on grade book • Check grade book to ensure set up in relation to course descriptor and that marks align with assessment marks **CEP's** • Update as assessment and feedback completed **Ongoing** • Academic and pastoral care • Tracking students on going – connect with LOP if necessary		**Academic and Pastoral care** • Identify students who are doing well and need to be extended and those at risk - connect with service centre and or TA **Moderation** • Post moderation continues • All moderation on H drive **CEP** • CEP ongoing **Gradebook** • Grades to grade book • Identify any students at risk communicate to PC • SACs for long term extension **Other** • Assessment prep and moderated • Student end semester feedback NPS • Academic and pastoral care • Tracking students on going		**Moderation** • Pre and post moderation completed for each papers and on H drive **Grades** • All entered in grade book and CEP • Follow up of DEF and no grades • Resit/resubmissions **CEPs** • completed for each paper and on H drive • Analysis and reflection
Weeks	-4 | -3 | -2 | 1		1 | 2 | 3 | 4 | 5 | 6 | 7		8 | 9 | 10 | 11 | 12 | 13		