The Unitec Learning and Teaching strategy
2020 - 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 Unitec 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 Unitec

- is Led by Te Noho Kōtahitanga
    - 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 informed 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 Tīpare: Mātauranga Māori, Manaaki, Aro

Objectives:

Programmes
1. Ensure programmes and graduate outcomes are based on industry and community needs
2. Ensure programmes are designed to meet the Graduate Profile
3. Employ the most appropriate mix of learning modes (blended, online, face-to-face, work based) for the targeted group of learners
4. Support parity targets and Priority Group Success Strategies by embedding appropriate content, worldview and pedagogy
5. Ensure the wellbeing of students is factored into learning hours and scheduling
6. Ensure expectations of learners are clear from the outset (e.g. devices, connectivity, attendance, work placement) and consideration is given to ensuring equitable access to learning
7. Ensure that pedagogically appropriate use of digital learning technologies is considered at the programme level to offer consistency
8. Ensure relevant programmes are research informed, with the majority 'green lit'
9. Provide for recognition of prior learning through the operation of an effective, efficient, compliant APL system
10. Explore opportunities for innovative approaches to programme design, delivery and recognition
11. Seek opportunities for collaboration within NZIST for programme design and delivery, and ccontribution to the strategic direction of learning and teaching

Courses
12. Explicitly connect learning outcomes, pedagogy and assessment (constructive alignment)
13. Use and integrate modes of learning that are appropriate for learners, content and industry
14. Embed authentic Māori and Pacific worldview, content and pedagogy
15. Cater for the needs of diverse learners
16. Plan learning based on ako, applying learning to real world contexts where possible, and requiring the active participation of learners
17. Ensure online and highly blended courses are designed according to a set of agreed online/blended learning guidelines
18. Integrate the use of industry relevant technologies to enhance the authenticity of the learning experience

Assessment
19. Ensure that assessments provide valid evidence of achievement of learning outcomes and are quality assured
20. Ensure assessment promotes learner engagement and enhances learning
21. Employ authentic/real-world assessments that contribute to positive learning and development of relevant capabilities for the workplace

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

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

Objectives:
1. Enhance learning by building and maintaining respectful and reciprocal learning relationships
2. Employ strategies (e.g. I See Me, Focus Area 3) 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), acknowledging ako and requiring the active engagement of students
4. Use pedagogically appropriate digital technologies to enhance learning
5. Engage students in regular feedback to support their learning
6. Maintain collaboration and partnerships between teaching and support teams

Goal 3: Arotaki - Ensure there is continuous improvement of learning and teaching through ongoing reflection and evaluation

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

Objectives:
1. Maintain effective governance oversight of Quality Management System including an Academic Risk Register
2. Ensure Academic Quality Action Plan (AQAP) elements are achieved, leading to improved EER category rating
3. Develop and implement robust evaluative practices and associated improvements at programme and course levels
4. 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: Strategic Priority C; Te Tipare: Pūkenga

Objectives:
1. Teachers continue to develop capability in all aspects of Unitec's teaching competency framework
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 up-dating of teaching related policies and practices
5. Provide opportunities for teachers to share good practice
6. Teachers continue to build partnerships, and engage with, industry and community
7.   Teachers continue to enhance student learning experiences by working collaboratively with a range of support services