

The Unitec Learning and Teaching strategy 2020 - 2022

Unitec Vision:

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

Unitec Strategic Priorities

- A. Improve the success of all learners, achieving parity for Māori, Pacific and Under 25s by 2022, enhancing International learner 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
 - 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 for work-readiness
- is informed by research and reflection
- integrates multiple literacies for life-long learning
- includes appropriate use of digital technology to enhance face-to-face, blended and on-line learning
- is supported by Unitec's <u>teaching competency framework</u>



Goal 1: Kura akoⁱⁱ – We design contemporary programmes, courses and assessment to develop work-ready life-long learners

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

Objectives:

Our Programmes and Courses:

- 1. Are based on industry and community needs and designed to meet the Graduate Profile
- 2. Are research informed
- 3. Support parity targets and Priority Group Success Strategies by embedding authentic Māori and Pacific worldview, content and pedagogy
- 4. Employ the most appropriate mix of learning modes (blended, online, face-to-face, work based) for the targeted group of learner
- 5. Factor the wellbeing of learners into learning hours and scheduling
- 6. Plan for the use of pedagogically appropriate digital learning technologies across the programme
- 7. Explicitly connect learning outcomes, pedagogy and assessment (constructive alignment)
- 8. Seek opportunities for innovative approaches to design, delivery and recognition, including collaboration within NZIST
- 9. Meet a (to be agreed) set of online/blended learning guidelines and standards when a highly blended or online mode is selected

Our Assessment

- 10. Provides valid evidence of achievement of learning outcomes; is quality assured
- 11. Promotes learner engagement and enhances learning
- 12. Where possible, is authentic/real-world, contributing to positive learning and development of capabilities for the workplace

Goal 2: Akoⁱⁱⁱ – We continue to enhance the quality of our learner-centered teaching and learning

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

Objectives:

Our Learning & Teaching:

- 1. Builds and maintains respectful and reciprocal learning relationships (whanaungatanga) to enhance learning
- 2. Uses a range of teaching techniques and activities to support chosen delivery modes (f-2-f, blended, on-line, work based)
- 3. Is based on ako and requires the active engagement of learners
- 4. Uses range of appropriate strategies to enhance the success and confidence of diverse learners
- 5. Engages learners in regular feedback to support their learning
- 6. Uses pedagogically appropriate digital technologies
- 7. Applies learning to real world contexts, environments, expectations
- 8. Considers the full range of learner needs, partnering with other support services where appropriate to ensure all aspects of learning support is provided



Goal 3: Arotake^{iv} – We engage in ongoing reflection and evaluation seeking ever greater success in our learning & teaching, and learner outcomes

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

Objectives:

- 1. Continue to review and enhance our academic quality systems and practices, including governance oversight
- 2. Continue to develop and implement robust evaluative practices at programme and course levels, leading to informed change and improved outcomes
- 3. Continue to support our kaiako (teachers) to be reflective practitioners who use a range of evidence to reflect and evaluate their own teaching practice, making adjustments where appropriate

Goal 4: Kaiako - Our Kaiako (teachers) continue to be engaged and inspired; they are supported to design and facilitate great learning/teaching

Alignment: Strategic Priority C; Te Tipare: Pūkenga

Objectives:

- 1. Continuously improve our Teacher Capability Development systems to meet teachers', learners' and institutional needs
- 2. Support our kaiako to continuously develop capability in all aspects of our teaching competency and Te Tipare frameworks
- 3. Encourage and support our Kaiako to engage with industry and community, and to continue to develop discipline/industry expertise
- 4. Provide opportunities for our kaiako with to share good practice, and support them to gain acknowledgement through promotion and through teaching awards

ⁱ Multiple literacies include-:

- foundational literacies (being able to read, write and use numeracy skills)
- information literacy (knowing how to find/evaluate/organise information)
- digital literacy (able to access and make use of different technologies to communicate)
- academic literacies (able to apply critical thinking/analysis in academic contexts)
- " Kura Ako School of Learning
- iii 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
- iv **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 learners