

## AKO AHIMURA | LEARNING & TEACHING COMMITTEE – Actions Tracker

Date Created	Index and ETA	Description	Responsibility	Status / Date Completed
2019-06-20	Action-015	<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.</p> <p>2019-10-17: Work in progress. HR and Union representatives are working on this for both allied and academic staff.</p> <p>2019-11-21: Still with HR. Staff collective agreement is up for review in early 2020.</p> <p>2020-02-26: Still waiting for a response from HR and the Unions. Further discussion noted that:</p> <ul style="list-style-type: none"> <li>Staff workload levels influence them to feel that Badging is primarily a compliance exercise and to choose lower levels of achievement that require less effort, unaware that this decision could impact their progression and promotion. ACTION → Simon Nash (Director, Ako) to provide advice to staff about proposals for aligning recruitment and promotion with the teacher capability framework.</li> <li>Due to workload levels, staff are often working on Badges outside of work hours, on weekends and holidays; this is not good. Any attempt to increase work put into Badging needs to be considered carefully.</li> <li>Research projects may be eligible for Badging accreditation, but being overlooked. Te Puna Ako liaisons should be consulted to see if or how a research project can be accredited on a case-by-case basis.</li> </ul> <p>2020-03-25 (Cancelled) &amp; 2020-04-29 (E-Meeting)</p> <p>2020-05-27: HR and TEU discussing the possible changes and impact to employees. Progress has been delayed by the impact of Lockdown restrictions.</p> <p>2020-06-24: E-meeting only; no update.</p> <p>2020-07-22: No further news to report.</p>	Simon Nash Maura Kempin	Active

		<p>2020-08-26: Work is ongoing between the various stakeholders.</p> <p>2020-09-30: Agreement has been reached with the Union that Teacher Capability Development Badges can be considered as one form of evidence of competency for progression from Academic Staff Member (ASM) to Principle Academic Staff Member (PASM) under the collective agreement. Simon Nash continues to work with the Union and with HR for inclusion of TCD Badging in the Senior Academic Appointments and Promotion Process (SAAP) and recruitment processes.</p> <p>2020-10-28: No updates</p> <p>2020-11-25: S Nash confirmed that the 2020 round of senior academic appointments and promotions (SAAP) had concluded. The intention for 2021 is to formalise TCD badges within the SAAP process.</p>		
2020-10-28	<b>Action-022</b>	<p><b>Te Puna Ako Blended Learning Support Plan</b></p> <p>Following the previous months report on teachers' experiences of emergency remote teaching and the acceptance of the framework for highly blended/online learning, the Te Puna Ako team presented a Blended Learning Support Plan for 2021. The Committee was supportive of the plan</p> <p>Discussion Point:</p> <p>- In light of changes to Privacy Act, and a recent case of harassment, concerns about students safely in group work, both in the online and f2f environments, was raised. It was suggested that we need institutional guidelines</p> <p>Actions:</p> <p>James Oldfield, and the Te Puna Ako team to:</p> <ol style="list-style-type: none"> <li>1. Develop the approved plan into a project, involving committee members where appropriate; report back to the Committee during the first quarter of 2021.</li> <li>2. Extend the proposed plan to include safety guidelines for students working in groups in the online environment</li> <li>3. Establish a small working group to develop a set of safety guidelines for students working in groups in the f2f environment.</li> </ol> <p>2020-11-25: Work in progress.</p>	James Oldfield Te Puna Ako	Active
2020-10-28	<b>Action-023</b>	<p><b>Student NPS Survey Report (Semester 2,2020)</b></p> <p>The outstanding NPS score this semester was noted; rising from -3 in 2018 to +23 in S2, 2020, now reaching sector benchmark. The Committee wondered if there were any institutional plans to communicate this result externally.</p> <p>Discussion: the need for greater consistency in the presentation of information in Moodle courses and, specifically, compliance with Moodle standards. It was noted that achievement of the Moodle Standards Badge does not always lead to the desired behaviour change and the maintenance of Moodle standards. The need for teacher buy-in was noted. The importance of the following action in the Blended Learning Support Plan documented and discussed under 3.1 above was reinforced:</p> <ul style="list-style-type: none"> <li>• provision further support and promotion of Moodle Standards</li> </ul> <p>ACTION: Bob/Maura to ask if Marketing have any plans to communicate the good results externally</p> <p>ACTION: James Oldfield and the Te Puna Ako team to present a report on lecture recording at the next meeting of Ako Ahimura.</p> <p>2020-11-25: Refer to Item 4.3.1.</p>	James Oldfield	COMPLETED 2020-11-25

Next: Action-024