

Teacher Capability Development Report
Te Puna Ako, TCD Governance Group
December 2020

TEACHER CAPABILITY DEVELOPMENT (TCD) 2020

Te Puna Ako Summary of
2020

SINCE ITS LAUNCH IN 2018,

REACTION

Wide acceptance and support
for the completion of two
badges in 2020.



LEARNING

536



badges awarded from
February to December
2020.

80%

Of Unitec's students were
satisfied with the quality of
teaching.

BEHAVIOUR



ORGANISATIONAL PERFORMANCE

CAT 2



Unitec advanced to
Category 2 as a result of
the NZQA External
Evaluation Review.

PASSIONATE ABOUT TEACHING & LEARNING?

Find out more about Te Puna Ako @ Unitec
<https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-puna-ako/>

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INTRODUCTION

Unitec's current approach to teacher capability development is badge based. It recognises teachers' capability in applied practice (Badges). This professional development (PD) approach was introduced in mid-2018. It resulted from an extensive review of the 2015-7 approach. A detailed evaluation of the approach was carried out in mid-2019. The review was based on the Kirkpatrick model (see Appendix 5 for details). While that evaluation presented overwhelmingly positive results for the lower levels of analysis - Level 1) Reaction and Level 2) Learning - there was insufficient evidence at that time to evaluate impact at Level 3) Behaviour change and Level 4) Organisational Impact.

This report from the Te Puna Ako (TPA) Teacher Capability Development Governance Group, examines and evaluates Unitec's teacher capability development (TCD) in 2020, focusing primarily on Level 3 and 4 of the Kirkpatrick model. The report includes some recommendations to improve the effectiveness of the approach.

2020 IMPROVEMENTS/DEVELOPMENTS

This section summarises improvements/developments made following feedback in 2019 and other significant events like Covid-19 and External Evaluation and Review of 2020.

PARITY BADGES

It was important to acknowledge the extensive work of our partners in the parity badge space. They are the Kaihautū team of Toni Vaughan, Kimoro Taiepa, Veraneeca Taiepa, Te Hau Hona, Victor Grbic, Hohepa Renata and (Te Rito badge suite – Living Te Noho Kotahitanga; Te Tīpare: Embedding Mātauranga Māori) and Pacific Navigator, Rokosiga Morrison (TCD badge suite – Teaching Pacific Learners; Pacific Learners: Success and Retention). Our colleagues played a vital role in the roll out of parity badges for 2020. The parity focus for Māori and Pacific learners was initiated in accordance with institutional targets and EER recommendations from 2018. An action point from one of the recommendations was founded in the *I See Me* initiative which required **all staff at Unitec** to participate in a Living Te Noho Kotahitanga badge, whether an academic or professional staff member. We tautoko the campus wide scale and impact of this mahi and the instrumental part that the kaihautū played in Unitec achieving our goal for immersion with their badge about Unitec's values. We also give thanks to them for our subsequent praise at EER about this parity initiative and the positive impacts that influences Unitec's work with priority students.

TPA developed 3 new badges within the Unitec Teaching Competencies Framework (see Appendix 1):

Competency - Review Learning and Teaching

Badge - Making the Transition to Emergency Remote Teaching 2020

Competency - Facilitate Learning

Badge - Literacy Learning Strategy: Reading

Badge - Literacy Learning Strategy: Writing

Due to consideration of the 2019 evaluation feedback, TPA updated 3 badges. The badges were redesigned to meet teacher and institutional priorities, particularly External Evaluation Review (EER). These badges were related to the following teaching competencies:

Competency - Assess and Give Feedback on Learning

Badge - Introduction to Summative Assessment 2020

Badge - Improve Summative Assessment 2020

Competency - Design for Effective Learning

Badge - Introduction to Moodle 2021

In response to 2019 teacher feedback TPA reformatted and restructured the TCD Moodle template to enhance user experience and navigation (see Appendix 2).

As a response to feedback from the Kaihautū and to align with the new Te Tīpare framework, TPA redefined the levels in their pre-existing Mauri model (which is used to standardise levels of competency across Unitec) (see Appendix 3). This was a significant implementation change for TPA.

In February 2020, in response to teacher and institutional needs TPA identified the need for a Governance Group with oversight of the TCD badge approval and development process. This work was to include monitoring of quality and consistency of the overall badging process. A positive side effect of this group has been the development of efficient workflow practices. This model is planned to be followed by the Learning and Development team in the approval and development of badging for Professional Staff at Unitec.

COVID-19

In 2020, Unitec's professional development programme (Teacher Capability Development) was affected by Covid-19. TPA were required to work with teachers in new delivery modes. TPA facilitated 28 workshops via zoom and in person (face2face) related to badges. In addition, TPA facilitated numerous one to one, and small group on-demand sessions.

Before lockdown, TPA facilitated and co-facilitated pre-lockdown in-person Zoom and Echo360 training on campus (15 sessions) to prepare teachers for emergency remote teaching. This professional development (PD) extended to online delivery once Unitec and New Zealand were in lockdown. As part of ongoing PD, TPA delivered 5 pop-up workshops (Turbo charge series), these were designed to be just in time learning opportunities to upskill and further enhance teacher's digital capability and teaching practice.

Making the Transition to Emergency Remote Teaching was a unique event for Unitec teachers. On 25 March 2020, New Zealand entered a Level 4 lockdown with restricted movement, and a "stay at home" order in place. Students and teachers were no longer able to attend the Unitec campus facilities.

Moodle, the Unitec Learning Management System, became the main source of learning connection between students and teachers. To supplement Moodle, TPA staff offered teachers

the opportunity to integrate Zoom and Echo 360 technologies into their practice. These tools enabled teachers to directly connect with their students. Additionally, they could make recording of class interactions available on their course Moodle sites.

Prior to 25 March 2020, teachers did a significant amount of work to rapidly adapt their teaching practice to the new environment. At the same time both groups of teachers and students were facing changes to their living and working environments. Both groups had high numbers of family responsibilities, including supporting children's learning from home. Living environments were not all ideal for study or working. Information and communication technology services and support for work and learning varied among both groups (see Appendix 4).

THE ROLE OF EVALUATIVE PRACTICE IN TEACHING AND LEARNING

The New Zealand Qualifications Authority's (NZQA) Key Evaluative Questions (KEQs) directly address the impact of quality of teaching and learning, in particular:

- *KEQ 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?*
- *KEQ 4. How effectively are students supported and involved in their learning?*

At the commencement of 2020 the Unitec NZQA overall rating was category 3. This highlighted institutional need to focus on assessment and moderation procedures. In 2020 this was a key focus for TPA for the development and review of TCD work, including the redesign of assessment badges, and a continuing focus on moderation practices. A memo raising concerns about the standard of assessment and moderation practices was written for the attention of the Director of Ako. NZQA External Evaluation Review (EER) changed the Unitec status to category 2. Feedback from NZQA acknowledges impact of the improvements on questions KEQ3 and 4.

EVALUATION

The evaluation of TCD 2020 is based on the Kirkpatrick model (Kirkpatrick, 1994) - a model for analyzing and evaluating the results of training and educational programs. It is based on four levels (see Appendix 5).

This evaluation includes Kirkpatrick's Levels 1 to 4 and seeks to identify:

- any factors inhibiting engagement
- issues needing improvement.

Data and information sources include:

- Teacher completion data by School (see Appendix 8)
- A quantitative survey of badge participants 2020 (over 4000 individual comments)
- Data in Power BI from the Course Evaluation Process Semester 1 2020 Question 18 (373 responses 60.3%) (see Appendix 6)
- Feedback from the Tertiary Education Union (2020) Unitec Branch (see Appendix 7)
- Student Net Promoter Score

- Staff Engagement Survey Institutional Summary (see page 30-31)
- 221 awarded badges have been shared by badge recipients on their LinkedIn and/or Social Media (1 Feb – 16 Dec 2020) with a viewable rate of 4 views per badge.

Level 1 – Reaction

This level analyses the reaction of academic staff to the teacher capability development (badging) approach.

In 2020 there is a positive reaction from Heads of School, Academic Programme Managers, and Teachers to the TCD approach. Unitec’s mandatory requirement of each academic staff member completing two badges was received with scepticism by some. However, those teachers that did engage and complete their requirements gave extremely positive feedback. Due to increased engagement in TCD, teachers began reporting on their professional development. The data from the Course Evaluation Process (CEP) question 18 demonstrates a “favourable” reaction to TCD experiences, learning, and implementation of new knowledge and skills.

Conclusion: Level 1 Reaction

- Strong, positive reaction to TCD from Heads of School, Academic Programme Managers, and Teachers.
- Acceptance of the concept of digital credentials (badging).
- Mostly positive reaction to mandated requirements, of two compulsory badges per year
- In June 2020 there was strong dissatisfaction from Union members (see Appendix 7) for badges being linked to promotion opportunities, from a proposed new Salary Progression Policy. This Union-member email discussion also included criticism of the badges themselves, however by the end of the year a number of these Union members had a shift in their opinion and were satisfied with the badging experience.

Recommendations

- For TPA – keep forward momentum of the TCD approach.
- For TPA – continue in-person workshops and online courses. Continue focus on quality of online courses, and the user experience, create an accessible Knowledge Hub to support teachers beyond badging.

Level 2- Learning

This level analyses if the training has been understood (e.g., increase in knowledge, skills or experience).

The TCD badging process requires participants to provide evidence of application (of what they know or have learned) in applied practice. Evidence submitted by candidates is assessed and badges are awarded at three levels: 1) Mauri Oho (Emerging Level); 2) Mauri Tū (Demonstrating Level); 3) Mauri Ora (Modelling Level)

This evaluation uses badges awarded as indicators of learning:

Table 1: Badges Awarded, 1 February 2020 – 18 December 2020

	Mauri Oho/ Emerging	Mauri Tū/ Demonstrating	Mauri Ora/ Modelling	TOTAL
Feb 20 – Dec 20	400	123	13	536
Jul 18 - Jan 20	145	73	59	275
TOTAL Awarded	545	196	72	811

We can see that the total of 536 for the period ending Dec 20, is almost double that of 275 in the previous period. This shows a large increase in badges awarded.

It should be noted that the most popular TCD badges for 2020, Moodle Standards, and Emergency Remote Teaching badge, did not offer participants the opportunity to gain a Modelling level, which may have resulted in proportionally larger numbers of emerging and demonstrating badges being gained over this period.

Overall, this data total suggests that the approach is successful from a learning perspective as engagement and completion of badges over time has increased.

Participation by school is used as another measure of learning; the greater the participation, the more learning occurs.

Points to note:

- Head of School support and engagement towards TCD through badges, contributes to teacher uptake (see Appendix 8). This is best demonstrated through the TCD in Environmental and Animal Sciences. This School keeps a record of the badges completed by teachers in the school to build a community of practice amongst teammates.
- Teams that learn together make the greatest progress in terms of teaching and learning. We noticed this when a teaching team within a school worked through a badge together, as many teams did for Living Te Noho Kotahitanga and Moodle Standards
 - Increased participation
 - Increased completion and badges being awarded
- In terms of the mandatory requirements, this did increase participation and much of this development took place during the year while evidence was submitted towards the end of the year. The mandatory requirements reduce the number of options available to teachers. There was a disruption in the personal pathway of teacher professional development.
- Teaching teams developed evaluation skills which lead to advanced teaching and learning planning, for example Medical Imaging with their Graduate Profile work, and Master of Applied Business, with the development of the new degree.

Conclusion: Level 2 Learning

- Engagement in teaching and learning and evaluative conversations have increased throughout the year, this may be a result of our work in Covid-19, and our institutional focus for EER.
- While badges are adaptable for schools, the mandatory requirement usually caused by institutional priorities, disrupts this flow of choice.
- There was development of evaluation skills in teams which lead to advanced teaching and learning planning, for example Medical Imaging with their Graduate Profile work, and Master of Applied Business, with the development of their new degree.

Recommendations

- Embed badges within business-as-usual activities such as Programme and Course Development.
- Encourage teachers to document their professional development and badges in ePortfolios or other platforms, for example, LinkedIn.
- Support the integration of professional development for teacher's awards progression and promotions.

Level 3 – Behaviour

This level explores the extent to which students apply learning in their work.

The Student Satisfaction Net Promoter Score (NPS) would suggest that behaviours have changed as they have impacted teacher practice. This was noticed by students. Since Sem 1 2019 to Sem 2 2020, Unitec has had a consistent rise in our NPS on whether they would recommend Unitec. Some 2020 reasons for this growth being, 77% teaching quality, 57% course organisation. When it came to their student experience 80% of students are satisfied with the quality of teaching and tutoring, 74% are satisfied with the ease of getting help and support, 76% are happy with the course structure (Semester 2, 2020, Power BI)

In the Course Evaluation Plan (CEP) there is a PD question for teachers to reflect upon. Analysis of CEP Q18 (from the Power BI dashboard) indicates significant engagement in teaching and learning professional development. There is a high level of satisfaction with the quality and integration into teacher practice. Analysis of this data shows that there is almost a 50/50 split between teachers engaging in teaching PD and industry related PD. There are 37 individual teacher comments in the CEP evidencing individual teachers approaching TPA for advice. In terms of impacting on teaching and assessment, there are significant comments about the design and facilitation of courses, use of Moodle, the integration of Te Noho Kotahitanga (TNK), and integration of new discipline knowledge.

Conclusion: Level 3 Behaviour

There is good evidence of behaviour change across the academic staff of Unitec. Statistics would suggest that the ripple effect of these positive changes are positively impacting our students.

Level 4 – Results or Organisational Performance

The focus of this level is whether the professional development has a positive impact on the organisation.

Through Unitec's *I See Me* initiative and the compulsory element of the entire institutional driver for all staff to complete their Living Te Noho Kotahitanga badge, there has been a significant shift in attitudes towards living Unitec values. These TNK values are now visible, embedded, and recognised by staff, students, and outside stakeholders. This dramatic shift may have been influenced by the sum of all parts of 2020, such as, the whole organisational focus towards this badge, our EER focus and preparation, and the impacts and gains we made during Covid19 lockdown.

COVID-19

Despite the disruption caused by Covid-19, the Student Net Promoter Score indicates a high level of satisfaction (80% Semester 2, 2020) with the quality of teaching at Unitec.

The TPA team concerns about the quantity and quality of digital learning across Unitec were addressed. There was significant engagement with the Moodle platform, including embedding Zoom, and Echo360 into Moodle courses. This work was carried out by the TPA team before and during the shutdown. It should be acknowledged that TPA were outstanding in their performance in supporting teachers to maintain their teaching and sustain student engagement.

The reader should note that preparing work-ready graduates features strongly in the Unitec takitahi. This is recommended as a priority for 2021, though not exclusively under the remit of TPA.

Conclusion: Level 4 Results or Organisational Performance

- Unitec advanced from Category 3 to 2 in NZQA EER evaluation.
- Increased Student Satisfaction in the NPS.
- Increased participation and achievement in badges.
- Due to Covid-19 shutdown there was an institutional focus to push into the online learning space, this resulted in an increase in using online teaching tools (Zoom, Echo360).
- Encouraged and enabled Maia Team and Pacific Team to develop their badges, and supported Learning and Development Team with their badges plan.
- Performance evaluation through ADEP and PD leave allocation both integrate TCD engagement and achievements. A teachers' ability to be evaluated as "exceeded" or "achieved" includes a requirement to meet TCD performance.

Recommendations:

- Continue recognition through badging and encouraging teachers to meet their students' needs by considering new online tools and developing new practices for teachers already using those tools.
- Consider a suite of programme/course design badges to support careful monitoring of processes regarding Programme and Course development. This will ensure new learning is maximised to improve both our products (programmes of study) and services (facilitation of learning and support).

OTHER – EXTERNAL ENVIRONMENT

Digital credentials are one of the ways forward for vocational education. Other ITPs are investing in digital-credentials e.g., Otago Polytechnic with EduBits. Currently Unitec appears to be the only ITP developing Teaching and Learning digital-credentials .

Towards the end of 2020, in anticipation of joining Te Pūkenga, a working group from various ITPs was established to look at ongoing PD for tertiary teachers. This group has recently transformed into the formal qualifications working group which looks to formalise the requirements for teachers to hold a teaching credential. A suggestion for levelling of our TCD badges to align with existing formal teaching qualifications and recognise prior learning may be a valid next step.

CONCLUSION

Evaluation, based on the Kirkpatrick (1994) model, indicates that results are good, for those teachers who have participated, for:

- *Level 1 Reaction* – the reaction has moved from negative to acceptance and positivity. Initial reaction to mandatory participation was negative with; the message of 'just-in-time', embedded learning lost to that of compliance and box-ticking. The current TCD model is now normalised in staff recognition and salary progression processes.

- *Level 2 Learning* - increase in knowledge, skills or experience. Generally, those who have engaged fully in the process gained useful knowledge and skills.

- *Level 3 Behaviour* - explores whether participants are using what they learned. There is good evidence of behaviour change across the academic staff of Unitec. Data from the Power BI Dashboard would suggest that the ripple effect of these positive changes is positively impacting our students and teachers.

- *Level 4 Results or Organisational Performance* - determines if the TCD approach had a positive impact on the organisation.

There was a positive outcome from the NZQA EER process. The move to Category 2 is supported by improvements in teaching practice and student learning experiences. The TCD model has seen process updates in Unitec's ADEP programme, this has had a positive impact in aligning internal systems and recognising staff ongoing PD. The dramatic increase in teacher badge participation may have contributed to our increase student satisfaction in the NPS, even during the lockdown periods.

The continued success of the current approach depends on the buy-in and participation of teachers and this is strongly related to:

- the buy-in, commitment and support of Heads of School (and Academic Leadership)
- meaningful PD planning based on genuine development needs balanced with Institutional needs and priorities.
- active support of TPA Advisors; willingness to engage in continuous improvement.
- engagement and support of other service centres including Learning & Development, Human Resources and Te Korowai Kahurangi
- high level support by the institution (ELT, Academic Committee)
- early implementation of policy changes towards the recognition of awarded badges to promotion and progression criteria

REFERENCES

Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco: Berrett-Koehler.

Power BI: Institutional Reports <https://app.powerbi.com/groups/me/apps/60c52320-d54f-4766-adcc-f02797dfff40>

Appendices for December 2020 report

Appendix 1:



Unitec Teaching Competencies and related Badges

The table below shows the eight Unitec Teaching Competencies and related badges that are currently available. More will be added over time. Teachers may be operating at different levels across the range of competencies. Each digital credential can be earned at one of three levels as seen in the table below:


Mauri Oho	Emerging	<i>You have begun to explore opportunities to practise and develop these behaviours but are not yet consistently demonstrating them.</i>
Mauri Tū	Demonstrating	<i>You consistently demonstrate this competency and actively look for opportunities for further growth.</i>
Mauri Ora	Modelling	<i>You are considered a role model for this competency and support others to develop in this area. (Modelling includes excellence in teaching practice as well as contribution to educational leadership at programme, network, institutional levels and beyond).</i>

More information about the teaching competencies and associated badges can be found on the Moodle page [here](#).

Competency	Components – You can:	Badges
Create Learner-centred Environments	<ul style="list-style-type: none"> Promote collaborative, inclusive and supportive learning (face-to-face and online environments) Recognise and respond to a diverse range of learners' needs Integrate the principles of Te Noho Kotahitanga appropriately 	Working with International Learners Teaching Pacific Learners
Design for Effective Learning	<ul style="list-style-type: none"> Design and sequence (online and face-to-face) activities that align to learning outcomes and assessment. Identify opportunities for and embed mātauranga Māori as articulated in the Poutama Build work-readiness development into learning design Design a course that is explicitly aligned to outcomes and meets stakeholder needs. Design appropriate formative and summative assessments and marking criteria. 	Design for Collaborative Learning Moodle - Learning Design Basics Moodle – Design a Learning Sequence in Moodle WiL Strategy Design and Selection Improve Summative Assessment 2020 Design Group Assessment Moodle Standards
Facilitate Learning	<ul style="list-style-type: none"> Communicate effectively and interact appropriately with learners Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills Use appropriate strategies and/or approaches to support collaborative learning Use a range of digital tools effectively for active learning and teaching 	Communicate Effectively with Learners Embed Active Learning (F2F) Echo360 – Classroom Engagement Interactive Presentation Facilitate Collaborative Learning Literacy Learning Strategies: Writing Literacy Learning Strategies: Reading

Assess and Give feedback on learning	<ul style="list-style-type: none"> • Give timely and appropriate feedback that supports learners • Implement assessment in line with programme policy and process • Moderate assessments in line with moderation assessment policy and process. 	Intro to Summative Assessment 2020 Moodle for Assessment Pre-moderate Assessment Materials Post-Moderate Assessor Decisions
Review Learning and Teaching	<ul style="list-style-type: none"> • Evaluate own teaching practice and make appropriate adjustments • Evaluate course design, and make an action plan for improving the course. • Observe colleagues' teaching practice 	Peer Teacher Observation Making the Transition to Emergency Remote Teaching
Show Discipline/ Industry Expertise	<ul style="list-style-type: none"> • Demonstrate expertise and leadership in discipline specific knowledge and skills • Maintain currency in industry trends, developments and practices • Maintain currency in interdisciplinary knowledge and skill 	There are currently no courses available for this competency
Engage in Continuous Professional Learning about Teaching and Learning	<ul style="list-style-type: none"> • Participate responsively in professional learning opportunities • Apply professional learning to improve teaching practice and learner outcomes • Demonstrate understanding of learner-centered pedagogies 	There are currently no courses available for this competency
Contribute to Programme's Operation and Academic Success	<ul style="list-style-type: none"> • Establish and maintain effective professional relationships • Contribute to academic quality of programme • Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context 	Academic Integrity Working with Graduate Profiles Evaluating Graduate Profiles Pacific learners: Success and Retention

Appendix 2: New Moodle TCD – Template 2020




Moodle

Online learning

TCD - Template 2020

Home / Courses / Unitec Staff Resources / Te Puna Ako - Professional Development / Courses Under Development / TCD - Template 2020



Overview [Edit section here and create link in the title to overview on the TCD homepage (delete this message once linked)]

Learn

Apply

Submit

Feedback: 1 Assignments: 3
Progress: 0 / 1

Course Design Files

Hidden from students

[Add your files here and link to them from the Apply and Learn sections]

[Do not upload a rubric here. It's already on the TCD Homepage, so link to it from there. This will avoid multiple versions of the rubric]

Appendix 3: New rubric to incorporate change of reo in levels of Pohatu's Model

Unitec Tertiary Teaching Badge		
Learning Outcome: _____		
Badge Level (drawn from Pohatu's Model)	Artefacts Documents that provide evidence related to the Learning Outcome	Narrative (up to 500 words written OR a reflective conversation with one of the badge facilitators). A clear explanation of the thinking behind the key artefacts submitted.
Mauri Oho/Emerging "You have begun to explore opportunities to practise and develop this aspect of teaching competency but are not yet consistently demonstrating it."		
Mauri Tū /Demonstrating "You consistently demonstrate this aspect of teaching competency and actively look for opportunities for further growth."		
Mauri Ora/Modeling "You are considered a role model for this aspect of teaching competency and support others to develop in this area."		

Appendix 4 – Feedback from Moving to Emergency Remote Teaching 2020 survey

[Survey Summary](#)

[Summary of TPA Discussions](#)

Appendix 5 - The Kirkpatrick model levels

- **Level 1 Reaction** - measures how participants react to the training (e.g., satisfaction).
- **Level 2 Learning** - analyses if participants truly understood the training (e.g., increase in knowledge, skills or experience).
- **Level 3 Behaviour** - explores whether participants are using what they learned (e.g., change in behaviours), and
- **Level 4 Results or Organisational Performance** - determines if the training had a positive impact on the organization.

Appendix 6 - Power BI Institutional Reports 2020

In 2020 teachers provided data on Professional Development as part of completion of the Course Evaluation Process. There were two questions:

1. List any recent Continuous Professional Development (teaching or industry related) which influenced the delivery of this course?
2. In what way(s) did this professional development impact on the teaching and assessment of this course?

	No. Sem.1	No. Sem.2	CPD	TPA Advice	Badge	Nil	Total
Ques.1	318		140	37	113	48	338

NB: Some teachers completed CPD and/or Advice and/or Badge. Some teachers did not answer the question or gave a Not Applicable response (56 teachers).

	No. Sem.1	No. Sem.2	CPD	Te Rito	Teaching Activity	Nil	Total
Ques.2	305		140	37	113	51	341

Question Two:

In Semester One there was 54 positive references to the impact of the Parity Badges on teaching and learning.

There were 48 positive statements about impact of badges on assessment and moderation practices.

43 positive statements about improvements to online delivery. 8 Statements about the benefits of Echo360.

Student Net Promoter Score - Extremely Satisfied-Somewhat Satisfied

	2019(1)	2019(2)	2020(1)	2020(2)
Quality of Teaching and Tutoring	76%	78%	77%	80%
Course Organisation	73%	72%	71%	76%

Appendix 7 – Summary of Tertiary Education Union (Unitec Branch) members comments

On 22 June 2020, Union members were invited to comment on proposed new Salary Progression Policy. The section that generated a lot of comments is this one below.

Section 1.2.1 Conditions for movement - outlines the bar to progression beyond Step 8.

c) Achieved eight badges from the Teacher Capability Framework at `demonstrating` or `modelling` levels, or provided evidence of their equivalent

Workload

8 badges are too much if required to do 2 per yr. it could take 4 years if they didn't have equivalent

Prog Coordinators are overloaded – Will this be taken into acct?

Hard to do on top of research and how much I publish, and redeveloping courses to implement my research

Uncertainty

NZIST is yet to consider PD and training – may differ from this

Quality Assurance

No national benchmarking

No external moderation

No clear internal moderation

No clear procedure for questioning results (complaints)

No clear qualification requirements for facilitators/markers

Little credibility outside Unitec

Process

Requirement to submit personal narrative to someone we have no relationship with, nor any level of trust.

Badges make us prove we do good job rather than just do good job

If badging linked to salary progression then should be between employer and employee

The number of badges achieved doesn't represent one's commitment or productivity

Linking badges to salary changes the nature of learning and purpose of PD

I'm forced to do Moderation badge yet I have a teaching qualification with Moderation

Strong words

Shonky badges/ strenuously opposed/disheartened/ no to badging/fundamentally flawed/term 'badge' is infantile

General

Judge of good teaching is student feedback

Previous PD (practice passport) disappeared into thin air. What happened?

Choice of what PD we do is slowly being taken away

Appendix 8: Teacher completion data 2020

Completion rates at the end of November 2020 quite similar to that of 2019:

	2020 %	2019 %
Badge 1	54	61
Badge 2	40	31
All Badge Requirements	32	31

Badges							
2020							2019
# of staff completed parity badge requirement	% of staff completed parity badge requirement	# who have completed badge 2	% completed badge 2	# of staff completed full badge requirements	2020 % of staff completed full badge requirements	2019 % of staff completed full badge requirements	
Schools							
Applied Business	15	48.4%	14	45.2%	18	58.1%	100.0%
Architecture	14	38.9%	11	30.6%	14	38.9%	82.6%
Bridgepoint	26	51.0%	22	43.1%	14	27.5%	100.0%
Building Construction	18	41.9%	14	32.6%	14	32.6%	82.9%
Community Studies	8	24.2%	6	18.2%	9	27.3%	100.0%
Computing, Electrical and Applied Technology	30	71.4%	19	45.2%	20	47.6%	97.1%
Creative Industries	28	75.7%	20	54.1%	13	35.1%	100.0%
Environment & Animal Sciences	23	71.9%	18	56.3%	14	43.8%	100.0%
Healthcare & Social Practice	20	48.8%	13	31.7%	11	26.8%	100.0%
Unitec Pathways College	9	69.2%	8	61.5%	1	7.7%	
Trades & Services	30	58.8%	18	35.3%	8	15.7%	90.9%
Schools Total	221	53.9%	163	39.8%	136	33.2%	95.1%