Ako Ahimura | Learning & Teaching Committee

Type:	Regular Meeting	Date:	Wednesday, 2021-05-26
Scheduled:	0830h – 1030h	Actual:	0830h – 1037h
Chair:	Maura Kempin	Location:	110-2019 Board Room

1. Whakatuwheratanga | Opening

1.1. Karakia Timatanga | Opening Prayer

Manawa mai te mauri nuku	*Embrace the power of the earth*
Manawa mai te mauri rangi	*Embrace the power of the sky*
Ko te mauri kai au	*The power I have*
he mauri tipua	*Is mystical*
Ka pakaru mai te pō	*And shatters all darkness*
Tau mai te mauri	*Cometh the light*
Haumi e, hui e, taiki e!	*Join it, gather it, it is done!*

All attendees stood and joined in the karakia timatanga.

The Chair announced that this would be her last hui prior to departure from the institute. Members expressed their appreciation for her service and best wishes for her future.

1.2. Tae Ā-Tinana & Ngā Whakapāha | Attendance & Apologies

1.2.1. Mema | Members

1. (Chair) Maura Kempin
2. Caleb Wong – Arr. 0834h
3. David McNabb
4. Destiny Povey – Arr. 0847h
5. James Oldfield – via Teams
6. Mitra Etemaddar
7. Sibyl Bloomfield
8. Sue Tulett
9. Sarah Sommerville
10. Rokosiga Morrison
11. Rowena Fuluifaga
12. Tahreem Zia – Dep. 0955h
13. Veraneeca Taiepa

1.2.2. Proxy/s

1. Jackie Tims – For: Simon Tries

1.2.5. Korenga | Absences

1. Steve Tsai
2. Sue Emerson

1.2.3. Kōrama | Quorum

The Chair noted that a quorum of 10 members was represented and declared the meeting open.

1.2.4. Ngā Whakapaha | Apologies

1. Lee-Anne Turton
2. Lorne Roberts
3. Martin Carroll
4. Simon Tries – Proxy: Jackie Tims

Resolved:

That Ako Ahimura receive the apologies for the meeting.

Moved: S Sommerville
Seconded: M Etemaddar

Motion: **CARRIED**

1.2.6. Hunga Mahi | Staff in Attendance

1. **(Secretary)** Daniel Weinholz
2. Cheryl Cordier (Guest Speaker, Item 4.4.)

1.3. Whakahaere o te Komiti | Committee Management

1.3.1. Tracker: Attendance

Updated: 2021-04-14

Ako Ahimura noted that attendance at the last meeting included a large number of apologies without proxy. The Chair reminded all members of their responsibility to attend.

ACTION: Secretary to re-issue the Chair Letter that lists expectations of members with the next Draft Minutes.

1.3.2. Tracker: Work Plan

Updated: 2021-04-14

1. **TCD Monthly Report** (replaced by Final Report 2020 for this hui)
   Refer to Item 4.2.1.

2. **PAQC Thematic Reports**
   Change of requirements from four reports each year down to three.
   2021 Report 2: ETA to QAB hui 2021-07-14 then Ako Ahimura 2021-08-18
   2021-Report 3: ETA to QAB hui 2021-11-17 then first Ako Ahimura hui of 2022

The Chair noted that in order to avoid duplication the work of Quality Alignment Board (QAB), instead of PAQC Thematic Reports coming in full to Ako Ahimura, a more efficient future approach may be for the Manager of Te Puna Ako (or proxy representative on QAB) to present selected relevant excerpts to Ako Ahimura for discussion.

ACTION: Secretary to amend Work Plan to reflect PAQC Thematic Reports coming to the Ako Ahimura via the Chair (or proxy representative on QAB).

1.3.3. Ngā Tautapu Arotake | Tracker: Actions

Updated: 2021-04-14

1. **Action-015:   Relationship of Badging to Recruitment, Progression and Promotion**
   Progress: Te Puna Ako representatives have met with Jacky McManus, Acting DCE People & Culture, and Julie McGregor Lead for L&D, to commence work on to aligning recruitment, progression and promotion policies and guidelines for Academic Staff Members.
   Status: ACTIVE

2. **Action-022:   Te Puna Ako Blended Learning Support Plan**
   Progress: Looking for opportunities to align with MIT. Slight delay to progress but means broadened scope. However, the Safety Guidelines for Working in Groups (Unitec) is to be completed in time for the next hui.
   Status: ACTIVE

1.4. Pitopito Kōrero o Ngā Hui | Minutes of the Previous Meeting/s

Resolved:

That Ako Ahimura approve the Meeting Minutes for the following dates.

- 2021-04-14 Regular meeting

Moved: M Etemaddar   Seconded: S Tulett   Motion: **CARRIED**

1.5. Mahia Atu | Matters Arising

1. **New Teacher Inductions**
   Presenter/s: M Kempin
   Institutional matters have been escalated to Te Komiti Mātauranga from which a Working Group has formed and met. The mahi aims for consistency and clarity of expectations in appointment, induction and development policy, procedure and communication.   The Working Group shall present their proposal/s to Te Komiti Mātauranga and Ako Ahimura.

2. **Engagement with Badging Process**
   Presenter/s: M Kempin
   Work is underway to distinguish between instances where lack of engagement is intentional versus being due to genuine mitigating factors. This issue has been escalated to Executive level who will agree on key actions and messages to be communicated by HR/L&D to HOSs and Line Managers regarding noncompletions.

1.6. Key Dates

Ako Ahimura noted the dates related to the hui in July.

- June 23:   Due date for agenda submissions

- June 30:   Next agenda published

- July 7:   Ako Ahimura hui 2021-07-07

- July 14:   Target release for draft minutes

1.7. Chair Reporting

Ako Ahimura noted the Chair Reporting for:

- Ako Ahimura (2021-04-14)
- Te Komiti Mātauranga – *None*

Ako Ahimura noted that Te Komiti Mātauranga is running behind with Chair Reporting and Minutes.

2. Mea Hei Whakaae | Items to Approve

- (None)

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3. Mea Hei Kōrero | Items to Discuss

3.1. Learning and Teaching Continuity Plan in the Event of Campus Disruption

Presenter/s: Maura Kempin; James Oldfield

Ako Ahimura noted that the depth and breadth of the Plan drives a need for more time for committee members to thoroughly review the draft in detail. Ako Ahimura discussed some aspects of the Plan, especially around Section 1.5.

ACTION: M Kempin via Secretary to share a collaborative online version of the Learning and Teaching Continuity Plan document for Members to comment on. Feedback due from Members by COB Monday, 31 May.

Ako Ahimura discussion included the following points.

- Some teaching teams have already prepared continuity plans.
- Some disciplines, e.g. Architecture, have higher computing specs requirements which is a barrier to remote learning (it is not reasonable to expect learners to have suitable home devices)
- Provision of suitable software licences for off-campus learners
- Digital poverty of learners was an issue during previous lockdowns: what digital poverty looks like varies from School to School and Course to Course
- Upfront clarity is needed around what kind of devices / specs a learner needs before applying for, or enrol in, a programme of study
- Virtual Desktop Interface (VDI) technology, such as is being used by the School of Trades and Services, could alleviate many digital poverty challenges
- The Plan is intended to be quite high-level and does not cover every scenario
- Continuity planning for learners is different from that for staff
- The messaging around Continuity Planning needs to be careful to not unintentionally give the impression that "Lockdown is coming" when the fact is that it is unknown if or when a Lockdown may occur
- Practical and practicum activities are especially challenge to build continuity plans
- When campus re-opens, running dual delivery classes simultaneously is especially difficult and not recommended, i.e. where some learners in a single class are on campus and others are online simultaneously. This should only be attempted if an assistant is available to manage the connection of the online cohort of students.
- Management of expectations of learners and staff about transitioning back to campus need careful attention.
- Noted suggestion to elevate "Learners at the Centre" higher up the priority list.
- Noted low familiarity of learners with the values of Te Noho Kotahitanga.
- Student Representation noted the challenges of synchronous online learning with balancing family life
- Changing of delivery mode from on campus to online can mean that the course content needs to be re-written. The work associated with transition to off campus and then back to campus is not accounted for in workload models and puts staff under significant levels of work stress.
- Mental health could be more explicitly addressed in the Plan. Stronger implementation of whanaungatanga could be an effective way to address this in delivery.

4. Ngā Tukunga | Items to Receive

4.1. Strategic Reports

As planned, no Strategic Reports went to Te Komiti Mātauranga 2021-05-05.

No updates were provided for items **4.1.1. to 4.1.4.**

4.1.5. Disabled Learners

Author/s: Rowena Fuluifaga

Presenter/s: Rowena Fuluifaga

- Memo
- PPT – Prioritising Disability: Stakeholder engagement

The Committee noted the updates provided on the developments of Disabled Learners at Unitec as a Priority Group. A working group has been established, with representing from across Unitec, to develop a strategy and action plan to support students with disabilities. This mahi will commence with consultation to identify current practice by other tertiary providers, both national and internationally.

Discussion: the challenge of securing, maintaining and presenting accurate data re disabilities of enrolled students.

Resolved:

That Ako Ahimura receive the report/s on:

1. Māori Success – *None*
2. Pacific Success – *None*
3. International Success – *None*
4. Under-25s Success – *None*
5. Disabled Learners

Moved: R Fuluifaga   Seconded: R Morrison   Motion: **CARRIED**

4.2. Oversight Reporting

4.2.1. Teacher Capability Development (TCD) Final Report 2020

Presenter/s: Maura Kempin

The Committee noted the final completion rates for 2020 and the following discussion points.

- In some cases, making the completion of badge requirements a pre-requisite for accessing Professional Development Leave has a positive effect on completion of Badges. In other cases, it has had no effect.
- APMs need the explicit and effective support of their Heads of School to lead teaching teams to positively engage in and complete Badging expectations

- For staff on casual contracts, more support is needed to attend and complete Badges.

Ako Ahimura noted commendation for V Taiepa and her team who developed and lead the Badge for Living Te Noho Kotahitanga and the care and attention given to providing mana-enhancing feedback for each submission. The feedback provided has had a significant positive effect for staff across the institute.

Resolved:

That Ako Ahimura receive the Teacher Capability Development Final Report 2020.

Moved: R Fuluifaga   Seconded: S Bloomfield   Motion: **CARRIED**

4.3. Ngā Rīpoata | Other Reports

4.3.1. Te Pūkenga Updates

Presenter/s: Martin Carroll – *Apologies*

4.3.2. NZQA Updates

Presenter/s: Jackie Tims (For: Simon Tries)

- NZQA Consultation on Simplifying NZ Qualifications

Three consultation sessions have been coordinated by S Tries. More sessions are expected. Concerns from the sessions include:

- Lack of focus and priority on learner needs and success
- Excessive shift of authority to Workforce Development Councils
- Compromised ability for certain programmes to meet their legal requirements with regulatory bodies due to the decisions and actions of Workforce Development Councils
- Probably loss of the progress made through Mātauranga Māori and student inclusion at the local level as centralisation occurs, and the impact this will have on learner success.

The Chair encouraged Committee members to keep abreast of proposed changes and to participate in the consultation process.

4.4. Guest Speaker

Presenter: Cheryl Cordier (Founder, Director of Studies, International Culinary Studio)

Presentation via Zoom

Concept and Implementation

International Culinary Studio started as a small home-based culinary school in South Africa which developed to include thirteen kitchens, 85 FTE staff and 1000 FTE students and was later sold to a privately listed company. The founder identified a need to provide for potential learners unable to attend f2f tuition. This led to investigating the possibility of online delivery and attending several conferences in the USA. After submitting her concept of online culinary education for consideration

by Endeavour Entrepreneur - a New York based organisation which supports 'high impact entrepreneurship' in 3rd world and developing countries - her concept was selected for feasibility research by MBA students in Georgetown University.

Implementation of the concept included providing iPads to all enrolled students and began the process of replacing paper with technology, embracing technology in the classroom and in the kitchen. Students watch a video demonstration / tutorial, practice in their own home and video their own cooking. The new delivery method met with some resistance initially from teachers. Progress to full online delivery was gradual.

New Zealand ITP context

Cheryl then emigrated from South Africa to NZ for a better life for her family. She approached several ITPs to explore the possibility of partnering to establish and provide online culinary programmes, to no avail ("too much in the future"). With that response from the ITP sector, she instead decided to establish her own PTE 6 years ago ("we are not a COVID-online business"), achieving NZQA approvals and TEC funding. The venture continues to do well. It is the only online culinary school to have recognition / accreditation from both the World Chef's Association and City & Guilds (UK).

Delivery Mode

Learners are to be able to work at their own pace and from their own home. They can review instructional videos as many times as needed. The teacher has more of a role of 'mentor/instructor' compared to 'information dissemination'. Practical work is assessed by students self-producing a video of themselves completing the culinary learning task. The teachers review the video, assess the work and provide feedback on the video submissions.

High Contact Model

Teachers contact students every day of every week with various themes / events for different days (e.g. Motivational Monday; Trendy Thursday; weekly virtual Coffee and Cake sessions for Learners and Teachers). 'Expert' tutorials are used intermittently for challenging / specialist topics (e.g. food costing); these sessions are recorded and then uploaded into the online library for access at any time.

Questions and Answers

Q: What kind of feedback do you get from students, graduates and employers?

A: The first EER was completed in 2020 and showed outstanding feedback from students, graduates and employers, including many mature students. Initially, some industry stakeholders were sceptical; in reality, they were blown away by the capabilities demonstrated by graduates.

Q: How is the important issue of relationships catered for in the online environment?

A: Coffee & Cake sessions are particularly good for peer relationships. Many students find 'study buddies' through them. Assignments are also made available for peer review and this has been particularly effective in stimulating discussion and building relationships.

Q: How do you cater for learners in different time zones?

A: A team of tutors in NZ provides support for 12 hours. A team in South Africa covers the other 12 hours. Thus, we provide 24-hour support.

Q: Any language issues?

A: Many learners use Google Translate to read instructional material in their own language. Google Translate works well with our Canvas (Learning Management System). Assignment submissions are all completed in English.

Q: Any issues meeting the International & Domestic Student Codes of Practice?

A: We are a signatory to that Code. We do not enrol international students in NZQA accredited programmes.

Q: How well do priority group learners (Māori, Pacific, International, Disabled) succeed?

A: We only enrol domestic students in NZQA approved programmes. In general, Māori and Pacific students prefer to stay near their whanau and home environment. They make up about 50% of the student body and achieve highly.

Discussion

Ako Ahimura thanked Cheryl for her presentation and responses. Discussion by Ako Ahimura included the following points.

- Committee members agreed it was stimulating and interesting presentation, especially given the practical nature of the subject.
- The need for suitable platforms and for clear communication to students in advance regarding technical system requirements was emphasised.
- Digital poverty and gaps in digital literacy were highlighted as a potential barrier. These barriers could be offset by initiatives such as:
  - temporary leasing of devices, with pre-installed licences software;
  - making re-purposed devices available at affordable rates;
  - clear communication on Technical / System Requirements, and what is, or is not, suitable;
  - support for learners to develop digital literacy skills;
  - access to the Technology Access Fund for Learners (TAFL); and
  - support for digital literacy skill development.
- The Chair encouraged Committee members to build on the confidence they and their students had gained through emergency remote teaching (during campus disruption) to engage in the design and delivery of well-planned online learning experiences for more permanent (as opposed to emergency) facilitation of learning.

ACTION: James Oldfield to lead a working group comprising Rowena Fuluifaga, Sibyl Bloomfield, Destiny Povey and others TBC on the matter of "How to support learners to engage in the Digital World" and to report on progress to the next hui.

5. Kupu Whakamutunga | Closing

5.1. Ētahi Kaupapa Anō | Any Other Business (AOB)

1. **Reporting of Usage of Student Support Services**
   Presenter/s: Rowena Fuluifaga
   Findings from 2019 show that students who use the seven support services are more likely to succeed. However, the tracking, coordination and reporting of services needs stronger

alignment and integration. Feedback will be sought from Ako Ahimura regarding what a useful reporting system of learner usage of support services could look like, e.g. numbers of learners served, common issues, active initiatives.

ACTION: R Fuluifaga to present the formal memo for discussion to next hui.

2. **Farewell to Outgoing Chair**
Ako Ahimura members collectively thanked M Kempin for her contributions as Chair and the improvements made over her term.

5.2. Karakia Whakamutunga | Closing Prayer

Ka wehe atu tātou	*We are departing*
I raro i te rangimārie	*Peacefully*
Te harikoa	*Joyfully*
Me te manawanui	*And resolute*
Haumi ē! Hui ē! Taiki ē!	*We are united, progressing forward*