



## Unitec Teaching Competencies – Digital Credentials Matrix

Digital credentials are available to be earned, indicating evidence of your level of competence towards the teaching competencies. Each of these digital credentials (badges) is earned through the submission of evidence that is evaluated and can be supported through a professional development module or you can independently learn and collect evidence.

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	You have begun to explore opportunities to practise and develop these behaviours but are not yet consistently demonstrating them.
Mauri Tū	Demonstrating	You consistently demonstrate this competency and actively look for opportunities for further growth.
Mauri Ora	Modelling	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).

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

The table below shows the digital credentials that are currently available, and more will be added over time.

Competency	Components – You can:	Digital Credentials
Create Learner-centred Environments	<ul style="list-style-type: none"><li>Promote collaborative, inclusive and supportive learning (face-to-face and online environments)</li><li>Recognise and respond to a diverse range of learners' needs</li><li>Integrate the principles of Te Noho Kotahitanga appropriately</li></ul>	<a href="#">Working with International Learners</a> <a href="#">Teaching Pacific Learners</a>

<b>Design for Effective Learning</b>	<ul style="list-style-type: none"> <li>• Design and sequence (online and face-to-face) activities that align to learning outcomes and assessment.</li> <li>• Identify opportunities for and embed mātauranga Māori as articulated in the Poutama</li> <li>• Build work-readiness development into learning design</li> <li>• Design a course that is explicitly aligned to outcomes and meets stakeholder needs.</li> <li>• Design appropriate formative and summative assessments and marking criteria.</li> </ul>	<a href="#">Design for Collaborative Learning</a> <a href="#">Design Group Assessment</a> <a href="#">Moodle Standards</a> <a href="#">Introduction to Moodle 2021</a> <a href="#">Improve Summative Assessment 2020</a> <a href="#">Writing Learning Outcomes 2021</a>
<b>Facilitate Learning</b>	<ul style="list-style-type: none"> <li>• Communicate effectively and interact appropriately with learners</li> <li>• Facilitate active learning (in online and face to face environments) with opportunities for learners to apply knowledge and skills</li> <li>• Use appropriate strategies and/or approaches to support collaborative learning</li> <li>• Use a range of digital tools effectively for active learning and teaching</li> </ul>	<a href="#">Embedding Active Learning (F2F)</a> <a href="#">Echo360 – Interactive Presentation</a> <a href="#">Literacy Learning Strategies – Writing</a> <a href="#">Literacy Learning Strategies – Reading</a>
<b>Assess and Give feedback on learning</b>	<ul style="list-style-type: none"> <li>• Give timely and appropriate feedback that supports learners</li> <li>• Implement assessment in line with programme policy and process</li> <li>• Moderate assessments in line with moderation assessment policy and process.</li> </ul>	<a href="#">Introduction to Summative Assessment 2020</a> <a href="#">Pre-moderate Assessment Materials</a> <a href="#">Post-moderate Assessor Decisions</a>

<b>Review Learning and Teaching</b>	<ul style="list-style-type: none"> <li>• Evaluate own teaching practice and make appropriate adjustments</li> <li>• Evaluate course design and make an action plan for improving the course.</li> <li>• Observe colleagues' teaching practice</li> </ul>	<a href="#">Peer Teacher Observation</a> <a href="#">Making the Transition to Remote Teaching</a> <a href="#">Teaching Under 25 Learners 2021</a>
<b>Show Discipline/ Industry Expertise</b>	<ul style="list-style-type: none"> <li>• Demonstrate expertise and leadership in discipline specific knowledge and skills</li> <li>• Maintain currency in industry trends, developments and practices</li> <li>• Maintain currency in interdisciplinary knowledge and skill</li> </ul>	<p>There are currently no courses available for this competency</p>
<b>Engage in Continuous Professional Learning about Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Participate responsively in professional learning opportunities</li> <li>• Apply professional learning to improve teaching practice and learner outcomes</li> <li>• Demonstrate understanding of learner-centred pedagogies</li> </ul>	<p>There are currently no courses available for this competency</p>
<b>Contribute to Programme's Operation and Academic Success</b>	<ul style="list-style-type: none"> <li>• Establish and maintain effective professional relationships</li> <li>• Contribute to academic quality of programme</li> <li>• Understand Unitec's commitment to sustainability, equity, and diversity and apply appropriately in programme context</li> </ul>	<a href="#">Academic Integrity</a> <a href="#">Working with Graduate Profiles</a> <a href="#">Pacific learners: Success and Retentions</a>

\* The digital credentials listed indicate those currently available. Additional credentials will be made available over time