






PAERANGI MASSEY UNIVERSITY LEARNING AND TEACHING STRATEGY



KO TE PAE TAWHITI WHĀIA KIA TATA, KO TE PAE TATA,
WHAKAMAUA KIA TINA



2019–2022



Te Kunenga ki Pūrehuroa is the foundation upon which we stand together in partnership, enabling the creation of knowledge that reaches the highest possible levels of advancement and attainment.

Massey University provides a pathway for all students to embark upon journeys of knowledge acquisition and embrace knowledge relevant to our country and to our wider world.

As a Tiriti-led university, we will enable the determination of Māori-led aspirations, the active use of Te Reo Māori, the vitality and wellbeing of all people and our environment in order to give full and authentic expression to the eminence of Te Tiriti o Waitangi.



Ko Te Kunenga ki
Pūrehuroa te tūāpapa e
tū tahi ai tātou hei hoa
haere e mana ai te rapu
mātauranga kia eke
ki ngā taumata ikeike e
kōkiri ai, e angitu ai.

Kei Massey University
he huarahi mō ngā
tauirā katoa kia tīmata
tā rātou hīkoi hei
rapu mātauranga hei
tauawhi mātauranga e
hāngai ana ki Aotearoa,
ā, ki te ao whānui hoki.

Hei whare wānanga
Tiriti-tātaki, e āhei ai
tātou ki te whakamana
i ngā wawata Māori, i
te kaha kōrerotia o te
reo Māori, i te ora me
te hauora o ngā tāngata
katoa me tā tātou taiao
e kōrero pono ai mō
te hiranga ake o Te Tiriti
o Waitangi.



FOREWORD

Paerangi is Massey University's learning and teaching strategy. Guided by the Massey University Strategy 2018–2022, this document sets out our values, approaches and practices towards learning and teaching.

This strategy maps out an agreed plan for learning and teaching at Massey University. Paerangi is also the mechanism through which we refresh and prioritise significant investment decisions, particularly with regard to ensuring that our teaching is contemporary and relevant and that we are optimising the flexibility of technological platforms.

We know that student expectations of learning are changing. We also acknowledge that students expect and deserve superb learning experiences wherever and however they choose to study. We recognise, too, that blended learning increasingly plays a role in supporting personalised learning experiences and reducing the traditional barriers inherent in distance education.

At Massey University, we provide all students with an excellent and equivalent learning experience, irrespective of the location or study mode, where our teaching is digitally enabled and accessible to all students. Our teaching is research-led and we value the scholarship of teaching and learning (SoTL) as a way to critically engage with teaching and learning practices. We believe that quality learning and teaching uses assessment information in a coherent way for continuous improvement at and through multiple and connected layers of the University.

'Paerangi' is the central concept of this strategy. The term refers to a person being at the height of their career, or in their prime, with a further meaning being to 'raise up high', or to reference a horizon. Used here in each of these contexts, 'paerangi' has authentic meaning for us as a community of students and staff; we work to support our students to realise their potential, to be who they aspire to be and reach their horizons. We share an ethos of continuous learning and support our students to choose learning pathways that enable them to be excited and to excel. Finally, we contribute to the communities we serve through teaching by building our students' capacities to participate in and lead these communities, so that Massey graduates continue to 'make a difference'.

Giselle Byrnes
Provost



KUPU WHAKATAKI

Ko Paerangi tā Te Kunenga ki Pūrehuroa rautaki ako. Nā te *Massey University Strategy 2018–2022* tēnei tuhinga i arataki, ka whakatakotoria i tēnei tuhinga o tātou uara, te tiro whakamua me ngā mahi mō te ako me te whakaako.

Ka whakamahere tēnei rautaki i tētahi mahere whai mana mō te ako me te whakaako i Te Kunenga ki Pūrehuroa. Ko Paerangi hoki he huarahi e whakahou ai tātou e whakaraupapa mai ai hoki i ngā whakatau haumi kia ū ai tā tātou mahi whakaako ki ō āiane whakaaro kia hāngai hoki, ā, e tino arotau ana tātou i te ngāwari o ngā huarahi hangarau.

Mōhio ana tātou e huri ana ngā hiahia ako o ngā tauira. Ā, ka mātua mōhio hoki tātou e tino hiahia ana ngā tauira kia rangatira ngā wheako ako ahakoa ki hea ako ai, ahakoa pēhea te āhua o te ako e hiahiatia ana. Ā, ka mōhio anō hoki e kaha piki ana te ako whakaranu hei tautoko i ngā wheako whaiaro mō te ako e iti haere ai ngā taupā o te ako mai tawhiti.

Ki Te Kunenga ki Pūrehuroa, ka whai wāhi ngā tauira katoa ki tētahi wheako ako tino rawe, he ōrite hoki, ahakoa ki hea, ahakoa te momo ako i konei tautoko ā-matihiko nei i ā tātou mahi whakaako mō ngā tauira katoa.

Ka arataki te rangahau i ā tātou mahi whakaako i te mea he mea nui ki a tātou te tika o te whakaako me te ako (ToWA) hei huarahi ki te āta tau ki te mahi whakaako me te ako.

Ki a tātou, ka āta whakamahi te ako me te whakaako whai kounga i ngā mōhiohio aromatawai e whakapai haere ai i te mahi i ngā tini wāhi, i ngā tini hononga o te Whare Wānanga.

Ko 'Paerangi' te ariā matua o tēnei rautaki. He kupu tēnei mō tētahi tangata kua eke taumata i āna mahi, kei tōna whanaketanga rānei, ā, he kōrero anō mō te 'huataki whakarunga' mō tētahi huapae rānei.

Whakamahia ai i konei ki ia horopaki, he tino tikanga tō te kupu 'paerangi' mō tātou hei hapori tauira, hapori kaimahi; ka mahi tātou hei tautoko i ā tātou tauira kia whakatinana ai i ō rātou pūmanawa, kia tū tangata ai, ā, kia eke taumata. Ka mōhio tahi tātou he ara mutunga kore te ako, ā, ka tautoko i ā tātou tauira kia whiria he ara ako e hihiko ai kia eke taumata. Hei kupu whakakapi, ka āwhina i ō tātou hapori mā te whakaako e whanake ai te āhei o ā tātou tauira ki te mahi tahi me ēnei hapori ki te arataki hoki, mutu ana, mā ngā raukura o Te Kunenga e Pūrehuroa 'te ao e arataki'.

Giselle Byrnes
Tumu Maruaia

**Massey University
strives to be a
Te Tiriti o Waitangi-
led, learning centered
community, which
positively influences
lives through teaching
and research, enabling
students and staff to be
who they aspire to be.**

Massey University has a proud heritage of excellence, inclusion and diversity. Spanning independent distance study through to collaborative on-campus learning experiences, we take pride in our ability to engage with, challenge and support students across a broad range of disciplines and pedagogies. At the core of our learning and teaching practices is the principle that every student, regardless of their study mode or location, receives a learning experience of the highest quality. In the context of digital transformation, we remain committed to nurturing curious, critical and creative learners through participatory learning experiences, where human interaction is seamlessly enhanced by technology.

We accept the responsibility to give effect to what it means to be Te Tiriti o Waitangi-led through our curricula, pedagogies and academic decision-making. Accordingly, Paerangi is guided by twelve core values, reflecting the twelve heavens ascended by Tānenuiarangi to procure the baskets of knowledge for humankind. These values underpin and guide our approaches towards learning and teaching. They set the tone, create the context and provide us with the space from which to collectively and meaningfully participate in 'engaged learning experiences.' These values acknowledge our distinctive ways of learning and teaching and encourage staff and students to foster, extend, and build upon these strengths, to ensure that a learning experience at Massey is an exceptional one.

**Seek out distant
horizons, and cherish
those you attain.**

Beyond the horizons referenced in this whakataukī, 'pae' is a term that is invested with aspirational potential. Learning and teaching, as a reciprocal endeavour in the transmission and reception of knowledge, might be perceived as a horizon to be reached and traversed, an orator's bench to be ascended to, a pathway to be pursued or steps to be scaled. Hence, 'pae' is incorporated as a prefix to the twelve core values outlined on the following page. These twelve values in turn map onto the twelve key actions of this strategy.

E whakariaka ana Te Kunenga ki Pūrehuroa kia tū hei hapori ako ko Te Tiriti o Waitangi hei arataki, e awe pai nei te tangata mā te whakaako me te rangahau, e āhei ai ngā tauira me ngā kaimahi ki te tū tangata ki tā rātou e wawata ai.

Mai rā anō e mōhiotia ana Te Kunenga ki Pūrehuroa hei wāhi rangatira, wāhi tāpiti, hei wāhi kanorau. Mai i te ako takitahi tae atu ki te wheako ako ā-whānau i ngā pekanga, ka noho whakahī tātou ki tā tātou āhei ki te mahi tahi me ngā tauira ki te wero i a rātou, ā, ki te tautoko hoki i a rātou i te whānuitanga o ngā marau me ngā momo whakaako. Kei te pūtahi o ā tātou ako, ā tātou mahi whakaako ko te mātāpono ia ka whiwhi ia tauira ako i tētahi wheako ako tino kounga, ahakoa kei hea, ahakoa te momo. I te horopaki o te huringa ā-matihiko nei ka ū tonu tātou ki te whakaaro kia poipoi i ngā tauira pākiki, tauira kaikini, tauira auaha mā te ako ā-wheako e hāpaingia nei ki te hangarau.

Kei a tātou te mana kawe e mana ai Te Tiriti o Waitangi hei arataki i ā tātou marau, te momo whakaako me te whakatau-pūmātauranga.

Nā konei, e aratakina ana a Paerangi e ngā uara matua tekau mā rua, e whakaata ana i ngā rangi tūhāhā i pikitia ai e Tānenuiarangi ki te tiki i ngā kete o te wānanga mā te tangata. Hei pou here ēnei uara matua hei arataki i ā tātou mahi mō te ako me te whakaako. Ka whakaritea te hā, te horopaki me te takiwā e mahi tahi pai ai i ngā 'āta wheako ako'.

Ka whakamana ēnei uara matua i ā tātou huarahi motuhake mō te ako me te whakaako e akiaki ai ngā kaimahi me ngā tauira ki te poipoi, ki te wero, ki te whanake hoki i ēnei uara e rangatira ai te wheako ako i Te Kunenga ki Pūrehuroa.

Ko te pae tawhiti whāia kia tata, ko te pae tata, whakamaua kia tina.

Kei tua atu o ngā huapae e kīia nei i tēnei whakataukī, ko te 'pae' he kupu e mau nei ko te pito mata e tūmanako nei. Ko te ako me te whakaako. Ko te ako me te whakaako, hei hoa haere mō te whāngai me te kai i te mātauranga, anō pea he pae tawhiti kia tata kia tāroia, he paepae tapu kia nōhia, he huarahi kia whāia, he arawhata kia kakea. Nā reira, kua whakaritea te kupu 'pae' hei kūmua mā ngā uara matua tekau mā rua e rārangiāia ki te whārangī e whai mai nei.

Mā ngā uara tekau mā rua nei e hono atu ki ngā tino mahi o tēnei rautaki.

OUR VALUES

Ō TĀTOU UARA

PAERANGI FRAMEWORK

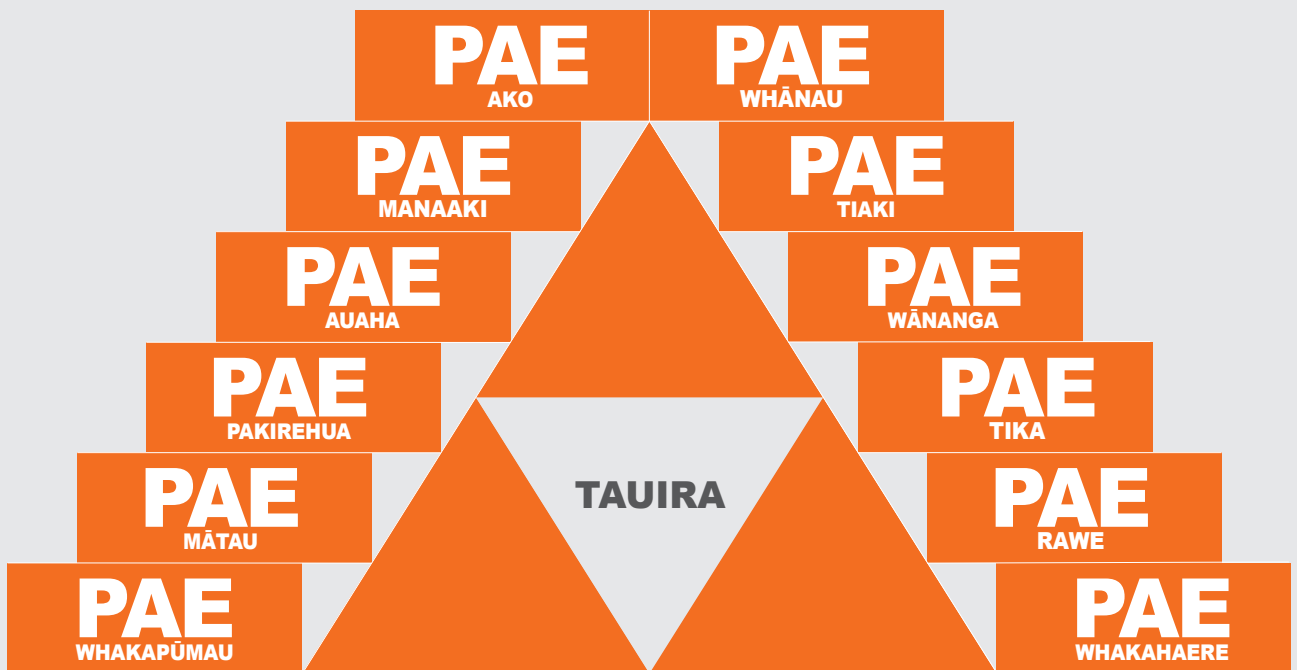
Within the Paerangi framework the tauira (student) is located at the centre of the triangulated structure of aspirational goals. This is framed by the poutama pattern symbolising the ascent of Tānenuiarangi to recover the baskets of knowledge. It is the ultimate pathway to knowledge in which each pae, each horizon, and each step, informs the journey towards enlightenment.

These twelve terms are tāonga, gifted to Massey University solely for this learning and teaching strategy. These values are to be read and understood in the context of learning and teaching at Massey University Te Kunenga ki Pūrehuroa.

ANGA PAERANGI

Nō roto mai i te anga Paerangi ko te tauira kei te pūtahi o te hanga tapatoru o ngā wawata. Ka noho ko te tauira poutama hei tohu i tā Tānenuiarangi pikinga kia riro mai ngā kete o te wānanga. Koia rā te tino ara ki te mātauranga e tautoko nei ko tēnā pae me tēnā, ko tēnā takahi me tēnā e haere atu nei ki te whakaao mārama.

He taonga ēnei kupu tekau mā rua i koha motuhake mai nei ki Te Kunenga ki Pūrehuroa mō tēnei rautaki ako me te whakaako. Me pānui kia mārama ki ēnei uara o roto mai i te horopaki o te ako me te whakaako ki Te Kunenga ki Pūrehuroa nei.



PAE AKO

Ako means to teach and to learn. Teaching and learning work in a reciprocal relationship with each other. Akoranga, as a derivative of ako, embraces the context in which learning and teaching take place. Akoranga also extends to include the content, circumstances, time and place of learning.

PAE MANAAKI

Manaaki references humility, respect, generosity, pastoral care and the support of others. Re-framed as manaakitanga, it indicates that we commit to upholding these values in all aspects of learning and teaching.

PAE AUAHA

Auaha means to shape, create, form and fashion. It encapsulates the creative and innovative outcomes of learning and teaching at our University. In the form of auahatanga it becomes the activity; the creativity that embraces originality, ingenuity and resourcefulness.

PAE PAKIREHUA

Pakirehua conveys the notion of inquiry and questioning. In terms of learning and teaching, it refers to our desire to seek and develop knowledge through pure and applied research. It also includes the principles of research-led teaching, contextualised within our curricula and demonstrated through our evidence-based teaching practices.

PAE MĀTAU

Mātau means to be adept, knowledgeable, and competent. In the learning and teaching context, it reflects the expertise and wisdom underpinning the content and design of our curricula and pedagogies and how we encourage our students to aspire to excellence in their fields.

PAE WHAKAPŪMAU

Whakapūmau means to make permanent or constant. Implicit in our learning and teaching is the concept of whakapūmautanga as a contractual and reciprocal agreement that mediates the principles of social, cultural, economic and environmental sustainability. These principles are advanced by our teaching and embedded in our curricula.

PAE WHĀNAU

Whānau is a culturally empowering term associated with being and belonging. In the form of whanaungatanga, it embraces a sense of belonging and relationships, together with the contemporary notion of the rights, responsibilities and obligations that nurture group belonging, and group and individual identity.

PAE TIAKI

Tiaki means to care for in a protective manner and to provide guardianship. Understood in the context of learning and teaching, kaitiakitanga expands the meaning of tiaki to encompass not only care for our students, but also our guardianship and stewardship of knowledge. Kaitiakitanga, therefore, enables positive student experiences, development and success.

PAE WĀNANGA

Wānanga is a term that frames the act of deliberation. It refers to discussion, cooperation and the dissemination of knowledge. Wānanga refers to collaborative, active and participatory learning, which sit at the heart of our pedagogies.

PAE TIKA

Tika is inherently tied to truth. As the root of matatika, the meaning is expanded to embrace the principles of ethical, fair and equitable practice. In the context of learning and teaching, it refers to teaching with integrity, and showing respect for students and the ownership of academic and cultural knowledges.

PAE RAWE

Rawe captures our desire for excellence in all areas of learning, teaching and scholarship. The concept embraces qualities of importance, momentousness and significance and is therefore what we aspire to in all our endeavors.

PAE WHAKAHAERE

Whakahaere means to lead, conduct or facilitate. In the context of learning and teaching, it refers to the ways in which we support students to transition into the University environment, and how we facilitate their growth and development throughout their studies.

PAE AKO

Ko tā te kupu ako, he ako me te whakaako. He hoa haere te ako me te whakaako hei mahi ngātahi. I takea mai te kupu akoranga i te kupu ako e tauawhi ana i te horopaki o te ako me te whakaako. Ka whānui hoki te āhua o ngā akoranga tae atu ki ngā marau, ngā tūāhua, te wā me te wāhi o te ako.

PAE MANAAKI

Ko te tikanga o te kupu manaaki ko te whakaiti, ko te whakaute, ko te ohaoha, ko te atawhai me te tautoko tētahi i tētahi. Taitapatia ana te kupu manaaki ka tohua tō tātou manawanui ki te hāpai i ēnei uara i ngā tūāhua katoa o te ako me te whakaako.

PAE AUAHA

Ko te auaha ko te tārai, ko te waihanga, ko te whakaahua ko te whakairo. Ka whakatinanahia ngā hua auaha, ngā hua hihiri o te ako me te whakaako ki tō tātou whare wānanga, Hei tūingoa ko te auahatanga ka huri hei ngohe; te auahatanga e tauawhi ana i te taketake, i te parapara me te rauhangatanga.

PAE PAKIREHUA

Kawea nei e te kupu pakirehua te wairua o te uiui o te pātai. I roto i te ako me te whakaako ka aro atu ki tō tātou hiakai ki te rapu mātauranga me te whakawhanake mātauranga mā te rangahau pū. Tae atu hoki ki ngā mātāpono rangahau hei arataki i te mahi whakaako, e mau nei ki ā tātou nei marau, ā, e whakaatu atu ana i ā tātou mahi whakaako whai taunakitanga.

PAE MĀTAU

Ki te kōrerohia te pae mātau, anei ōna aronga, ko te tautōhito, ko te mōhio, ko te matatau. I roto te horopaki o te ako me te whakaako, ka whakaatu i te tohungatanga me te whakaaronui hei pou here mō te marau me te hoahoa o ā tātou marautanga me ngā momo whakaako, ā, me pēhea hoki tātou e whakatītina ai i ā tātou taura kia eke taumata i tā rātou e whai nei

PAE WHAKAPŪMAU

Ina whakapūmau i tētahi mea ka noho tūturu, ā haere ake nei. He ariā tino nui te whakapūmau i roto i ā tātou ako me ā tātou mahi whakaako hei whakaaetanga ā-kirimana nei, ā-whakautuutu nei hei kaitakawaenga mō ngā mātāpono whakuka ā-pāpori, ā-ahurea, ā-ōhanga, ā-taiao. Ka kōkiritia ēnei mātāpono ki tā tātou mahi whakaako, ā, ka mau nei ki roto ki ā tātou marau.

PAE WHĀNAU

Ko te kupu whānau hei whakamana ahurea o te tangata me tōna tuakiri. Hei tūingoa ka tauawhi i te whanaungatanga me te whakawhanaungatanga, waihoki, ko ngā mana mōtika o āiane, ngā kawenga me ngā whakaritenga e poipoi nei i te whanaungatanga ā-rōpū, i te tuakiri hoki o te rōpū me te takitahi.

PAE TIAKI

Ina tiaki ana ka tauwhiro atu kia āhuru mōwai te noho, ā, ka tū hei kaitiaki. Nō roto i te horopaki o te ako me te whakaako ka whānui te tikanga kia awhe, kua ko te atawhai anake engari ko tā tātou kaitiakitanga me tā tātou mahi whakahaere i te mātauranga. Nā reira, mā te kaitiakitanga ka huapai ngā wheako, te whanaketanga me te angitu o ngā taura.

PAE WĀNANGA

Ki te wānanga ka āta whakaaro. Ā, ka whakawhiti whakaaro, ka mahi tahi, ka tātari mātauranga. Ina kōrerotia he wānanga, ka ako ngātahi, ka ako tahi, tēnā ka noho ki te pokapū o ā tātou momo whakaako.

PAE TIKA

Ko te tika ka here ki te pono. Hei tumu o te kupu matatika ka tauawhi i ngā mātāpono o ngā mahi pono, o ngā mahi tika o ngā mahi tōkeke hoki. Nō roto mai i te horopaki o te ako me te whakaako ka kōrero mō te whakaako tika me te whai ngākau hoki ki ngā taura me ngā mātauranga o tēnā ahurea me tēnā.

PAE RAWE

Mau nei te kupu rawe i tō tātou hiahia kia rangatira ngā wāhi katoa o te ako, o te whakaako me te mōhiotanga. Ka tauawhi te ariā nei i te kounga nui, te kounga roa, te kounga matua, ka mutu, koia nei tā tātou e wawata ai i ā tātou mahi katoa.

PAE WHAKAHAERE

Ko te whakahaere ko te ārahi, te whakataki, te whakangāwari. Ki roto ki te horopaki o te ako me te whakaako ka kōrero mō ngā mahi hei tautoko i ngā taura ki te whakawhiti mai ki te ao o te whare wānanga, me pēhea hoki tātou e whakangāwari ai i ā rātou tipu, ō rātou whanaketanga huri noa i ā rātou akoranga.

HOW OUR VALUES INFORM OUR PRACTICE

PAE AKO

We embrace the reciprocal relationship implied in good learning and teaching and understand that both students and staff contribute their knowledge and perspectives to the overall learning experience. We recognise that ako encompasses the content, circumstances, time and place of learning.

ACTION 1:

We will empower students to be active partners in their learning by fostering an engagement with the process of learning itself, alongside disciplinary knowledge, providing meaningful feedback opportunities to improve and enhance learning, and involving students in academic decision-making.

PAE MANAAKI

We are humble, respectful and generous in our care and support of one another.

ACTION 3:

We will ensure a culture focused on, and systems supporting, 'whole-of-person' learning and caring across the University.

PAE AUAHA

Our learning and teaching celebrates creativity, innovation, originality and resourcefulness.

ACTION 5:

We will provide all students with opportunities to develop creativity and enterprise skills within both our accredited academic programmes and co-curricular programmes.

PAE WHĀNAU

We value the importance of relationships and a sense of belonging, and we acknowledge the rights and responsibilities that nurture group belonging, group and individual identity. We see equity as being central to this value.

ACTION 2:

We will integrate relationship-building activities into our academic programmes and the overall student experience in order to foster a sense of belonging among students, staff and our broader university communities.

PAE TIAKI

We are guardians and stewards of knowledge to enable positive student experiences, development and success.

ACTION 4:

We will ensure that our courses and qualifications are coherent and holistically designed, with input from students and stakeholders, especially tangata whenua.

PAE WĀNANGA

Collaboration, including active and participatory learning, is core to our learning and teaching practices.

ACTION 6:

We will ensure that all programmes, pedagogies and supporting infrastructure are designed to enable active and participatory learning, and to develop in students critical thinking skills.

ME PĒHEA Ō TĀTOU UARA E ĀRAHI AI I Ā TĀTOU MAHI

PAE AKO

Ka tauawhi tātou i te mahinga ngātahi o roto o te ako kakama me te whakaako pai, ā, ka mārama hoki ka tuku mai ngā taurira me ngā kaimahi i tō rātou mātauranga, ā rātou tirohanga ki te whānuitanga o te wheako ako. Mōhio ana tātou ka whai wāhi atu hoki ki te ako i ngā marau, ngā tūāhua, te wā me te wāhi o te ako.

MAHI 1:

Me whakamana e tātou ngā taurira i runga i te whakaaro mō rātou anō te ako nā konei mā rātou hoki e kawe i te taha o te raupapa mātauranga, kia whaihua te whakahokinga kōrero hei whakapai ake e whanake ai te ako, ā, ka whai wāhi ngā taurira ki ngā whakataunga-pūmātauranga.

PAE MANAAKI

Ka tū whakaiti, ka whakaute, ka aroha nui tātou o roto o tā tātou atawhai, tā tātou tautoko i a tātou anō.

MAHI 3:

Ka mātua whakarite tātou i tētahi ahurea e aro ana, ngā pūnaha e tautoko ana i te 'ako whakatangata' me te atawhai puta noa i te Whare wānanga.

PAE AUAHA

Ka whakanui tā tātou ako, tā tātou whakaako i te auahatanga, te hiringa, te taketakenga me te rauhangatanga.

MAHI 5:

Ka whakarite tātou i ngā huarahi e whai wāhi ai ngā taurira ki te whakawhanake i ngā pūkenga auaha, pūkenga hihiri no roto mai i ā tātou hōtaka pūmātauranga whai mana, ā tātou kaupapa ako noa.

PAE WHĀNAU

He mea nui ki a tātou te whanaungatanga me te tū tangata, ā, ka whakamihia ngā mōtika me ngā kawenga e poipoi ana i te noho ā-rōpū, i te tuakiri ā-rōpū, tuakiri takitahi hoki. Ko te tōkeke te pūtahi o tēnei uara.

MAHI 2:

Ka whakaurua e tātou ngā ngohe whakawhanaungatanga ki roto ki ā tātou hōtaka pūmātauranga ki te wheako whānui hoki o ngā taurira e poipoi ai te toi whenua i waenga i ngā taurira, i ngā kaimahi me ngā hapori o te whare wānanga.

PAE TIAKI

Ko tātou ngā kaitiaki ngā kaiwhakahaere o te mātauranga e taea ai ngā wheako huapai, te whanaketanga me te angitu.

MAHI 4:

Ka mātua whakarite tātou i ā tātou kaupapa ako me ngā tohu kia tino mārama, kia āta hoahoa tahi me ngā taurira me ngā kaitautoko, ā, me tino whai wāhi te tangata whenua.

PAE WĀNANGA

Ko te mahi ngātahi tae atu ki te ako kakama me te ako ngātahi te pūtahi o ā tātou mahi ako, ā tātou mahi whakaako.

MAHI 6:

Ka mātua hoahoa tātou i ngā kaupapa, i ngā momo whakaako me te hanganga tautoko e ako kakama ai, e ako ngātahi ai hei whakawhanake i ngā pūkenga whakaaro kaikini o ngā taurira.

PAE PAKIREHUA

We learn through pure and applied research and inquiry and our teaching practice and curricula are underpinned by up-to-date research.

ACTION 7:

We will ensure that our courses and qualifications draw on leading research in their curricula and pedagogy and support students to engage in research and inquiry through their study.

PAE MĀTAU

We aspire to excellence in our teaching in order to inspire our students to in turn become experts.

ACTION 9:

We will develop expert educators across all fields, through recruitment, well-resourced and tailored professional development and support, and systems of reward and recognition.

PAE WHAKAPŪMAU

Our curricula and pedagogy reflect and promote principles of social, cultural, economic and environmental sustainability that are validated through engagement, application and practice.

ACTION 11:

We will ensure that students have the opportunity for applied learning and/or community and civic engagement that enables them to actively connect with the wider community and authenticate their study through real world application.

PAE TIKA

We uphold fair, equitable and ethical practices in our teaching and in our research. We show respect for learning and the ownership of cultural and academic knowledge.

ACTION 8:

We will enable our students and staff to understand and uphold principles of ethics and integrity in their academic work and in their wider practices.

PAE RAWE

We recognise the significance and importance of learning and teaching in helping our students and staff to achieve excellence.

ACTION 10:

We will foster the success and excellence of students and staff in both curricular and co-curricular contexts.

PAE WHAKAHAERE

We support and guide our students on their transition into, and their journey through, our University.

ACTION 12:

We will provide a seamless, supportive and scaffolded learning experience for all students that enables them to transition well, successfully navigate their learning, make well-informed choices, and fulfil their potential for success.

PAE PAKIREHUA

Mā te rangahau urutapu, rangahau hāngai me te pakirehua ka ako tātou, ā, ko te rangahau o āiane i te pou here mō ā tātou mahi whakaako me ā tātou marau.

MAHI 7:

Ka mātua whakarite tātou i ā tātou kaupapa ako me ngā tohu kia uru ngā rangahau rangatira ki ngā marau me te momo whakaako, ā, ka tautoko i ngā tauira kia rangahau, kia pakirehua hoki i ā rātou ako.

PAE MĀTAU

Ka ngākaunui tātou kia rangatira ā tātou mahi whakaako e whakaawe ai i ā tātou tauira ki te puta hei mātanga.

MAHI 9:

Ka whakawhanake tātou i ngā kaiako rangatira huri noa i ngā marau mā te rapu tangata tika, mā te āta whakarite i te whakawhanake ngaio tanga me te tautoko, ā, he pūnaha whakamihī tangata, whakahōnora tangata.

PAE WHAKAPŪMAU

Ka whakaata me te whakatairanga ā tātou marau, ā tātou momo whakaako i ngā mātāpono whakauka ā-pāpori, ā-ahurea, ā-ōhanga, ā-taiao hoki e mana ai mā te mahi ngātahi, te hāngai me te whakarite.

MAHI 11:

Ka whakarite tātou kia whai wāhi mai ai ngā tauira ki te āta ako, kia hono rānei ki te hapori e āhei ai rātou ki te tino hono ki te hapori whānui kia whakamana ai i tā rātou ako ina tika ai tā rātou mahi.

PAE TIKA

Ka hāpai tātou i ngā mahi tika, ngā mahi tōkeke, ngā mahi mōtika hoki ki roto ki ā tātou mahi whakaako me ā tātou rangahau. Ka whakaute atu tātou ki te ako me te takenga mai o te mātauranga ā-ahurea, ā-pūmātauranga hoki.

MAHI 8:

Ka whakamana i ā tātou tauira kia mārama kia hāpaingia hoki ngā mātāpono matatika te ngākau tapatahi hoki ki roto ki ā rātou mahi pūmātauranga me ā rātou mahi whānui.

PAE RAWE

Ka mōhio tātou ki te tino mana o te ako me te whakaako hei āwhina i ngā tauira me ngā kaimahi ki te eke angitu.

MAHI 10:

Ka poipoi tātou i te angitu me te eke taumata o ngā tauira me ngā kaimahi i roto i ngā horopaki marau, horopaki noa hoki.

PAE WHAKAHAERE

Tautoko ai tātou me te arataki i ā tātou tauira mai i te whakawhitinga mai ki tō tātou Whare wānanga, haere ake nei.

MAHI 12:

Ka whakarato tātou i tētahi wheako ako tino pai e tautokona ana mā ngā tauira katoa e taea ai e rātou te whakawhiti pai mai, te haere pai ā rātou akoranga, e tika ai te whiringa whakaaro kia tutuki pai ai tā rātou pito e wawata ai kia eke taumata.

SUPPORTING PLAN

PAE AKO

We embrace the *reciprocal relationship implied in good learning* and teaching and understand that both students and staff contribute their knowledge and perspectives to the overall learning experience. We recognise that ako encompasses the content, circumstances, time and place of learning.

Empower students to be active partners in their learning by fostering an engagement with the process of learning itself, alongside disciplinary knowledge, providing meaningful feedback opportunities to improve and enhance learning, and involving students in academic decision-making.

| Supporting Actions | Responsibility | Milestone |
|--|-------------------------------|-------------|
| <ul style="list-style-type: none"> Recognise, value, and integrate the knowledge and experience that learners bring to the learning and teaching environment. | DA, Teaching staff | By end 2020 |
| <ul style="list-style-type: none"> Develop the learning and metacognitive capabilities of students alongside disciplinary knowledge. | Teaching staff, TLC, AC | By end 2020 |
| <ul style="list-style-type: none"> Provide opportunities for students and staff to give and receive feedback to improve and enhance learning. | DTL, TLC, DDI, Teaching staff | By end 2020 |
| <ul style="list-style-type: none"> Engage with students as active partners in academic decision-making and programme development. | DPVC, DTL, Teaching staff, AC | By end 2020 |

PAE WHĀNAU

We value the *importance of relationships and a sense of belonging*, and we acknowledge the rights and responsibilities that nurture group belonging, group and individual identity. We see equity as being central to this value.

Integrate relationship-building activities into our academic programmes and the overall student experience in order to foster a sense of belonging among students, staff and our broader university communities.

| Supporting Actions | Responsibility | Milestone |
|---|--------------------------------|-------------|
| <ul style="list-style-type: none"> Implement orientation programmes that involve whānau, foster a sense of belonging, orient all students to the culture of learning at the University, support them in their transitions and introduce them to the competencies required for their programme. | HoS, DTL, DPVC, NCTL, STS | By end 2020 |
| <ul style="list-style-type: none"> Develop and implement student peer mentoring schemes across the University that facilitate relationships and reflect our diverse student communities. | NCTL, TLC, DTL, STS | By end 2020 |
| <ul style="list-style-type: none"> Introduce relationship-building activities for students and staff across the University. | NCTL, PaC, STS, Teaching staff | By end 2020 |

ABBREVIATIONS

| | | | | | |
|-----|--|------|------------------------------------|------|---|
| DTL | College Director Teaching and Learning | AC | Academic Committee | NCTL | National Centre for Teaching and Learning |
| PaC | People and Culture | PVC | College Pro Vice-Chancellor | STS | Student Services |
| TLC | Teaching and Learning Committee | DPVC | College Deputy Pro Vice-Chancellor | HoS | Head of School |

MAHERE TAUTOKO

PAE AKO

Ka tauawhi tātou i te whanaungatanga e kōrero ana mō te pai o te ako me te whakaako, ā, ka mārāma hoki ki te mātauranga o ngā tauira me ngā kaimahi me ā rātou tirohanga ki te whānuitanga wheako ako. Mōhio ana tātou ka awhe te ako i ngā marau, ngā tūāhua, te wā me te wāhi o te ako.

Whakamana i ngā tauira i runga i te whakaaro mō rātou anō te ako nā konei mā rātou hoki e kawē i te taha o te raupapa mātauranga, kia whaihua te whakahokinga kōrero hei whakapai ake e whanake ai te ako, ā, ka whai wāhi ngā tauira ki ngā whakataunga-pūmātauranga.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|-----------------------|-----------|
| <ul style="list-style-type: none"> Kia whakaae, kia kaingākau me te whatahi i te mātauranga me te wheako ka mauria mai e ngā tauira ki te taiao ako, te taiao whakaako. | DA, Kaiako | Mutu 2020 |
| <ul style="list-style-type: none"> Whakawhanake ai i te ako me ngā āheinga ā-whakaaro o ngā tauira i te taha o te raupapa mātauranga. | Kaiako, TLC, AC | Mutu 2020 |
| <ul style="list-style-type: none"> Kia whai wāhi ngā tauira ki te tuku kōrero, ki te whiwhi hoki hei whakapai ake e whanake ai te ako. | DTL, TLC, DDI, Kaiako | Mutu 2020 |
| <ul style="list-style-type: none"> Kia mahi ngātahi me ngā tauira hei hoa haere i ngā whakataua-pūmātauranga me te whakawhanake hōtaka. | DPVC, DTL, Kaiako, AC | Mutu 2020 |

PAE WHĀNAU

He mea nui ki a tātou te whanaungatanga me te tū tangata, ā, ka whakamihia ngā mōtika me ngā kawenga e poipoi ana i te noho ā-rōpū, i te tuakiri ā-rōpū, tuakiri takitahi hoki. Ko te tōkeke te pūtahi o tēnei uara.

Ka whakaurua e tātou ngā ngohe whakawhanaungatanga ki roto ki ā tātou hōtaka pūmātauranga ki te wheako whānui hoki o ngā tauira e poipoi ai te toi whenua i waenga i ngā tauira, i ngā kaimahi me ngā hapori o te whare wānanga.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|---------------------------|-----------|
| <ul style="list-style-type: none"> Kia whakaritea he hōtaka whakatangata whenua me ngā whānau, e poipoi ai ngā tauira ki te ahurea o te Whare wānanga, ā, kia tautoko i a rātou kia uru mai ai me te whakaatu ki a rātou ngā pūkenga me mau mai mō tā rātou hōtaka. | HoS, DTL, DPVC, NCTL, STS | Mutu 2020 |
| <ul style="list-style-type: none"> Whakawhanake me te whakauru i ngā pūnaha kaiakopono puta noa i te Whare wānanga e whakahaere whanaungatanga e kitea ai te kanorau o ngā hapori tauira. | NCTL, TLC, DTL, STS | Mutu 2020 |
| <ul style="list-style-type: none"> Whakataua mai i ngā ngohe whakawhanaungatanga mā ngā tauira me ngā kaimahi puta noa i te Whare wānanga. | NCTL, PaC, STS, Kaiako | Mutu 2020 |

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|------|------------------------------|
| OP | Office of the Provost |
| DVCM | Deputy Vice-Chancellor Māori |
| DA | Dean, Academic |

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| DR | Dean, Research |
| DE | Dean, Enterprise |
| DDI | Director, Digital Innovation |

PAE MANAAKI

We are *humble, respectful and generous* in our care and support of one another.

Ensure a culture focused on, and systems supporting, 'whole-of-person' learning and caring across the University.

| Supporting Actions | Responsibility | Milestone |
|--|--------------------------|---------------------|
| <ul style="list-style-type: none"> Ensure support for 'whole-of-person' learning across the University. | TLC, PVC, STS | By end 2020 ongoing |
| <ul style="list-style-type: none"> Curricula are designed to include time for reflecting, thinking, doing and being. | Teaching staff, AC, DPVC | By end 2020 |
| <ul style="list-style-type: none"> Establish supportive peer observation for all teaching staff within a trusting environment to encourage ongoing reflective practice. | NCTL, PVC, DA, PaC, HoS | By end 2020 ongoing |

PAE TIAKI

We are *guardians and stewards of knowledge* to enable positive student experiences, development and success.

Ensure courses and qualifications are coherent and holistically designed, with input from students and stakeholders, especially tangata whenua.

| Supporting Actions | Responsibility | Milestone |
|---|--------------------------|-------------|
| <ul style="list-style-type: none"> Consult and collaborate in partnership with Māori to guide our course and programme development. | DVCM, AC, DPVC, HoS, DTL | By end 2020 |
| <ul style="list-style-type: none"> Ensure courses and programmes are coherent, well-integrated and well-aligned, as appropriate for a research-led university. | OP, AC, PVC, DR | By end 2020 |
| <ul style="list-style-type: none"> Create authentic and relevant assessment tasks that enable students to demonstrate their learning and achievement. | Teaching staff, DTL, AC | By end 2020 |

ABBREVIATIONS

| | | | | | |
|-----|--|------|------------------------------------|------|---|
| DTL | College Director Teaching and Learning | AC | Academic Committee | NCTL | National Centre for Teaching and Learning |
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PAE MANAAKI

Ka tū whakaiti, ka whakaute, ka aroha nui tātou o roto o tā tātou atawhai, tā tātou tautoko i a tātou anō.

Ka mātua whakarite tātou i tētahi ahurea e aro ana, ngā pūnaha e tautoko ana i te 'ako whakatangata' me te atawhai puta noa i te Whare wānanga.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|-------------------------|---------------------|
| <ul style="list-style-type: none">Kia mātua whakarite kia tautoko i te 'ako whakatangata' puta noa i te Whare wānanga. | TLC, PVC, STS | Tau 2020 haere ake |
| <ul style="list-style-type: none">Kia hoahoa i ngā marau e whai wā ai ki te huritao, ki te whakaaro, ki te mahi, ā, ka mutu, kia tangata. | Kaiako, AC, DPVC | Mutu 2020 |
| <ul style="list-style-type: none">Whakatūria ai ā-hoa nei he mātakitaki tautoko mō ngā kaimahi katoa ki roto ki tētahi taiao pono e akiaki ai i te mahi huritao. | NCTL, PVC, DA, PaC, HoS | Mutu 2020 haere ake |

PAE TIAKI

Ko tātou ngā kaitiaki ngā kaiwhakahaere o te mātauranga e taea ai ngā wheako huapai, te whanaketanga me te angitu.

Ka mātua whakarite tātou i ā tātou kaupapa ako me ngā tohu kia tino mārama, kia āta hoahoa tahi me ngā tauira me ngā kaitautoko, ā, me tino whai wāhi te tangata whenua.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|--------------------------|-----------|
| <ul style="list-style-type: none">Kia karanga atu ki te iwi Māori kia mahi ngātahi hei arataki i te whakawhanaketanga o ā tātou kaupapa ako, ā tātou hōtaka. | DVCM, AC, DPVC, HoS, DTL | Mutu 2020 |
| <ul style="list-style-type: none">Kia mātua whakaritea ngā kaupapa ako, kia mārama, kia whakauru pai, kia hāngai e tika ana mō tētahi whare wānanga e aratakina ana e te rangahau. | OP, AC, PVC, DR | Mutu 2020 |
| <ul style="list-style-type: none">Kia waihanga i ngā tūmahi tino aromatawai e hāngai ana e āhei ai ngā tauira ki te whakaatu atu i ā rātou ako i tutuki pai ai. | Kaiako, DTL, AC | Mutu 2020 |

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| DVCM | Deputy Vice-Chancellor Māori |
| DA | Dean, Academic |

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| DR | Dean, Research |
| DE | Dean, Enterprise |
| DDI | Director, Digital Innovation |

PAE AUAHA

Our learning and teaching celebrates *creativity, innovation, originality and resourcefulness.*

Provide all students with opportunities to develop creativity and enterprise skills within both our accredited academic programmes and co-curricular programmes.

| Supporting Actions | Responsibility | Milestone |
|--|---|---------------------|
| <ul style="list-style-type: none"> Facilitate the development of multi-, inter-, and trans-disciplinary capabilities. | TLC, HoS, DA, PVC, Teaching staff, DPVC | By end 2020 ongoing |
| <ul style="list-style-type: none"> To support the above action, where programmes offer elective courses, design them to allow students to take electives from across the University. | AC, DPVC | By end 2020 |
| <ul style="list-style-type: none"> Provide all students with opportunities to develop enterprise skills including creative and innovative thinking, leadership, digital literacy, linguistic and inter-cultural competence, time management, problem-solving, and communication, negotiation and persuasiveness skills. | OP, AC, DA, STS, DE | By end 2020 |

PAE WĀNANGA

Collaboration, including active and participatory learning, is core to our learning and teaching practices.

Design all programmes, pedagogies and supporting infrastructure to enable active and participatory learning, and to develop in students critical thinking skills.

| Supporting Actions | Responsibility | Milestone |
|--|-----------------------------------|-------------|
| <ul style="list-style-type: none"> Design all curricula, programmes and pedagogies for active learning in all spaces, whether physical or digital, and ensure these are supported by authentic assessment approaches that stimulate learning. | AC, TLC, DA, DLT, DDI | By end 2020 |
| <ul style="list-style-type: none"> Ensure all programmes support students to work collaboratively as well as individually. | AC, TLC, DTL, STS, Teaching staff | By end 2020 |
| <ul style="list-style-type: none"> Use a whole-of-system approach for learning design that connects curricula, timetable, spaces, technology, culture, and co-curricular activities. | STS, AC, TLC, DA, DDI | By end 2021 |

ABBREVIATIONS

| | | | | | |
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PAE AUAHA

Ka whakanui tā tātou ako, tā tātou whakaako i te auahatanga, te hiringa, te tūturutanga me te rauhangatanga.

Ka whakarite tātou i ngā huarahi e whai wāhi ai ngā tauira ki te whakawhanake i ngā pūkenga auaha, pūkenga hihiri nō roto mai i ā tātou hōtaka pūmātauranga whai mana, ā tātou kaupapa ako noa.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|---------------------------------|---------------------|
| <ul style="list-style-type: none"> Tautoko i te whanaketanga o ngā pūkenga maha, pūkenga whiti, pūkenga whakawhiti. | TLC, HoS, DA, PVC, Kaiako, DPVC | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Kia tautoko i te mahi o runga, i reira whakarato ai ngā hōtaka i ngā kaupapa ako whiriwhiri, hoahoa ai e āhei ai ngā tauira ki te whai i ngā whiringa puta noa i te Whare wānanga. | AC, DPVC | Mutu 2020 |
| <ul style="list-style-type: none"> Kia whai wāhi ai ngā tauira ki te whakawhanake i ngā pūkenga hihiko tae atu ki te whakaaro auaha, whakaaro hihiri, ngā pūkenga arataki, ā-matimati, matatau ki te reo, ki ngā ahurea, whakarite wā, whakaoti rapanga, whakawhiti whakaaro, whakarite, whakakīkī. | OP, AC, DA, STS, DE | Mutu 2020 |

PAE WĀNANGA

Ko te mahi ngātahi tae atu ki te ako kakama me te ako ngātahi te pūtahi o ā tātou mahi ako, ā tātou mahi whakaako.

Kia hoahoa i ngā hōtaka katoa, ngā momo whakaako katoa me te hanganga tautoko e ako kakama ai, e ako ngātahi ai hei whakawhanake i ngā pūkenga whakaaro kaikini o ngā tauira.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|---|---------------------------|-----------|
| <ul style="list-style-type: none"> Kia hoahoa i ngā marau katoa me ngā momo whakaako e ako kakama i ngā wāhi katoa, ahakoa tūturu, ahakoa ā-mati, ā, kia mātua tautoko hoki ēnei i ngā tino momo aromatawai e whakahihiko ai i te ako. | AC, TLC, DA, DLT, DDI | Mutu 2020 |
| <ul style="list-style-type: none"> Kia tautoko ngā hōtaka katoa i ngā tauira kia mahi ngātahi kia mahi takitahi hoki. | AC, TLC, DTL, STS, Kaiako | Mutu 2020 |
| <ul style="list-style-type: none"> Whakamahia ai ngā wāhi katoa o te pūnaha hei hoahoa ako e hono ai i ngā marau, te wātaka, ngā wāhi ako, te hangarau, te ahurea me ngā kaupapa ako noa. | STS, AC, TLC, DA, DDI | Mutu 2021 |

| | |
|------|------------------------------|
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| | |
|-----|------------------------------|
| DR | Dean, Research |
| DE | Dean, Enterprise |
| DDI | Director, Digital Innovation |

PAE PAKIREHUA

We learn through *research and inquiry* and our teaching practice and curricula are underpinned by up-to-date evidence-based research.

Ensure that our courses and qualifications draw on leading research in their curricula and pedagogy and support students to engage in research and inquiry through their study.

| Supporting Actions | Responsibility | Milestone |
|---|-------------------|---------------------|
| <ul style="list-style-type: none"> Develop and articulate an understanding of the interconnected relationship between learning, teaching, and research across the University. | OP, AC | By end 2020 |
| <ul style="list-style-type: none"> Ensure our curricula are contemporary, current, and draw on the most up-to-date knowledge and practices, in both the discipline of study and in teaching practices. | AC, NCTL, DA, DDI | By end 2020 ongoing |
| <ul style="list-style-type: none"> Facilitate, wherever possible, opportunities for student research within curricula. | OP, AC, DTL, DR | By end 2020 |
| <ul style="list-style-type: none"> Ensure Research Centres contribute to the learning and teaching of undergraduate and/or postgraduate students. | OP, PVC, DR | By end 2020 |

PAE TIKA

We uphold *fair, equitable and ethical practices* in our teaching and in our research. We show respect for learning and the ownership of cultural and academic knowledge.

Inspired by our Te Tiriti o Waitangi-led ambitions, we enable students and staff to understand and uphold principles of ethics and integrity in their academic work and in their wider practices.

| Supporting Actions | Responsibility | Milestone |
|--|--------------------------|---------------------|
| <ul style="list-style-type: none"> Support students and staff to understand and uphold principles of ethics and academic integrity. | OP, DTL, DPVC, HoS, DA | By end 2020 ongoing |
| <ul style="list-style-type: none"> Work with students to review all policies, to ensure those policies embrace diversity, acknowledge disability, and support wellbeing. We bring a consistent and equitable approach to this across our suite of programmes. | DA, NCTL, STS, PaC | By end 2020 |
| <ul style="list-style-type: none"> Use ethical and valid assessment practices that are fair and equitable. | Teaching staff, DTL, PVC | By end 2020 |

ABBREVIATIONS

| | | | | | |
|-----|--|------|------------------------------------|------|---|
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| TLC | Teaching and Learning Committee | DPVC | College Deputy Pro Vice-Chancellor | HoS | Head of School |

PAE PAKIREHUA

Mā te rangahau me te pakirehua ka ako tātou, ā, ko te rangahau o āiane te pou here mō ā tātou mahi whakaako me ā tātou marau.

Kia hāngai ā tātou kaupapa ako me ā tātou tohu ki ngā rangahau o āiane mō ngā marau me ngā momo whakaako, ā, kia tautoko hoki i ngā tauira ki te rangahau, ki te pakirehua i roto i tā rātou ako.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|-------------------|---------------------|
| <ul style="list-style-type: none"> Whakawhanake, whakaahua hoki i tētahi māramatanga o ngā hononga i waenga i te ako, te whakaako me te rangahau puta noa i te Whare wānanga. | OP, AC | Mutu 2020 |
| <ul style="list-style-type: none"> Me mātua mōhio nō āiane ā tātou marau, ā, tō tātou mātauranga me ā tātou mahi ki roto i te akoako me ngā mahi whakaako. | AC, NCTL, DA, DDI | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Whakaritea ina taea kia whai wāhi ā tātou tauira ki te rangahau nō roto i ngā marau. | OP, AC, DTL, DR | Mutu 2020 |
| <ul style="list-style-type: none"> Kia āwhina ngā Pokapū Rangahau i te ako me te whakaako i ngā tauira paetahi, tauira paerua hoki. | OP, PVC, DR | Mutu 2020 |

PAE TIKA

Ka hāpai tātou i ngā mahi tika, ngā mahi tōkeke, ngā mahi mōtika hoki ki roto ki ā tātou mahi whakaako me ā tātou rangahau. Ka whakaute atu tātou ki te ako me te takenga mai o te mātauranga ā-ahurea, ā-pūmātauranga hoki.

Nā ō tātou wawata kia aratakina e te Tiriti o Waitangi e āhei ana ngā tauira me ngā kamahi kia mārama ki ngā mātāpono matatika, pono kia hāpai hoki i roto i ā rātou mahi ako, whānui atu.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|--------------------------|---------------------|
| <ul style="list-style-type: none"> Tautoko i ngā tauira me ngā kaimahi ki te hāpai kia mārama hoki ki ngā mātāpono matatika me te pūmātauranga pono. | OP, DTL, DPVC, HoS, DA | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Kia mahi tahi me ngā tauira ki te arotake i ngā kaupapa here katoa e tauawhi kanorau ana, e aro ana ki te hauā me te tautoko i te oranga. Ka tūturu, ka tōkeke ā tātou mahi puta noa i ā tātou huihuinga hōtaka. | DA, NCTL, STS, PaC | Mutu 2020 |
| <ul style="list-style-type: none"> Ka whakamahi i ngā aromatawai tika, aromatawai hāngai e tōkeke ana, e tika ana. | Teaching staff, DTL, PVC | Mutu 2020 |

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| DA | Dean, Academic |

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| DR | Dean, Research |
| DE | Dean, Enterprise |
| DDI | Director, Digital Innovation |

PAE MĀTAU

We aspire to excellence in our teaching in order to inspire our *students to in turn become experts.*

Develop expert educators across all fields, through recruitment, well-resourced and tailored professional development and support, and systems of reward and recognition.

| Supporting Actions | Responsibility | Timeframe |
|--|---------------------------|---------------------|
| <ul style="list-style-type: none"> Recruit, retain, develop, and promote high quality educators for all of our teaching. | OP, PVC, PaC, DA | By end 2020 ongoing |
| <ul style="list-style-type: none"> Invest in a new integrated programme of staff professional development and support that is: <ul style="list-style-type: none"> » Te Tiriti o Waitangi-led » Relevant–non-generic and targeted towards the specificities of our programmes. » Purposeful–project-based, folded into the real work staff are doing. » Integrative–emphasises knowing, doing, and being. » Wrap-around–includes induction, regular targeted development opportunities, and ongoing coaching support. » Valued and recognised–included in staff workload, performance and development plans and promotion criteria. | HoS, NCTL, PaC, DDI, DVCM | By end 2020 |
| <ul style="list-style-type: none"> Ensure line managers support teaching and learning quality and innovation through resource planning and performance development plans (PDPs). | PVC, DPVC, HoS, PaC | By end 2020 |

PAE RAWE

We recognise the significance and importance of learning and teaching in helping our students and staff to achieve *excellence.*

Foster the success and excellence of students and staff in both curricular and co-curricular contexts.

| Supporting Actions | Responsibility | Timeframe |
|--|-----------------------------------|-------------|
| <ul style="list-style-type: none"> Acknowledge, communicate, and celebrate a broad view of ‘success’ across academic and co-curricular activities. | OP, NCTL, PaC HoS, DTL, STS | By end 2020 |
| <ul style="list-style-type: none"> Foster students’ success through adequate opportunities for ‘real world’ practice, the provision of formal and informal feedback, and the development of self-assessment capability. | DTL, DE, Teaching staff, DDI, STS | By end 2020 |
| <ul style="list-style-type: none"> Facilitate leadership among staff in learning and teaching through developing and supporting a community of teaching scholars, guided by international benchmarks around SoTL. | NCTL, DA, OP, PaC, PVC | By end 2020 |

ABBREVIATIONS

| | | | | | |
|-----|--|------|------------------------------------|------|---|
| DTL | College Director Teaching and Learning | AC | Academic Committee | NCTL | National Centre for Teaching and Learning |
| PaC | People and Culture | PVC | College Pro Vice-Chancellor | STS | Student Services |
| TLC | Teaching and Learning Committee | DPVC | College Deputy Pro Vice-Chancellor | HoS | Head of School |

PAE MĀTAU

Ka ngākaunui tātou kia rangatira ā tātou mahi whakaako e whakaawe ai i ā tātou tauira ki te puta hei tohunga.

Whakawhanakehia ngā kaiako rangatira huri noa i ngā marau mā te rapu tangata tika, mā te āta whakarite i te whakawhanake ngaiotanga me te tautoko, ā, he pūnaha whakamihi tangata, whakahōnore tangata.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|--|---------------------------|---------------------|
| <ul style="list-style-type: none"> Kimi tangata, mau tonu, whakawhanake, hāpai hoki i ngā kaiako rangatira mō ā tātou mahi whakaako katoa. | OP, PVC, PaC, DA | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Whakaritea he hōtaka kōmitimiti hou mō te whanake ngaiotanga o ngā kaimahi me te tautoko: <ul style="list-style-type: none"> » i Te Tiriti o Waitangi » kia hāngai ki ngā mea tauwhāiti o ā tātou hōtaka. » kia whaihua kia hāngai ki ngā tino mahi a ngā kaimahi. » kia whatahi e kaha ai te mōhiotanga, te mahi, kia tū tangata. » tae atu ki te whakatau tangata, whai wāhi ki te mahi whanake, te mahi whakaako haere ake, haerea ake. » kia whai mana ngā kaimahi i roto i ā rātou mahi, mahi whakaako, mahere whanake me ngā paearu piki tūranga. | HoS, NCTL, PaC, DDI, DVCM | Mutu 2020 |
| <ul style="list-style-type: none"> Kia tautoko ngā kaiwhakahaere matua kia kounga ai te ako, te whakaako me te mahi auaha mā ngā mahere rauemi me ngā mahere whakawhanake mahi (PDPs). | PVC, DPVC, HoS, PaC | Mutu 2020 |

PAE RAWE

Ka mōhio tātou ki te tino mana o te ako me te whakaako hei āwhina i ngā tauira me ngā kaimahi ki te eke angitu.

Kia poipoia te angitu me te eke taumata o ngā tauira me ngā kaimahi i roto i ngā horopaki marau, horopaki noa hoki.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|---|-----------------------------------|-----------|
| <ul style="list-style-type: none"> Mihia, whakawhiti kōrero me te whakanui i te 'angitū' whānui i ngā mahi pūmātauranga mahi whakaako noa. | OP, NCTL, PaC HoS, DTL, STS | Mutu 2020 |
| <ul style="list-style-type: none"> Poipoia te angitu o ngā tauira mā te whakarite i ngā 'tino mahi', mā te whakahoki kōrero ōpaki, ōkawa, mā te whanake o te aromatawai-whaiaro. | DTL, DE, Teaching staff, DDI, STS | Mutu 2020 |
| <ul style="list-style-type: none"> Tautokona te mana whakahaere i waenga i ngā kaimahi mō te ako me te whakaako mā te whakawhanake me te tautoko i tētahi hapori kaiako rangatira e aratakina e ngā taumata o te ao whānui mō te SoTL. | NCTL, DA, OP, PaC, PVC | Mutu 2020 |

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PAE WHAKAPŪMAU

Our curricula and pedagogy reflect and promote principles of social, cultural, economic and environmental sustainability that are validated through *engagement, application and practice*.

Ensure students have the opportunity for applied learning and/or community and civic engagement that enables them to actively connect with the wider community and authenticate their study through real world application.

| Supporting Actions | Responsibility | Timeframe |
|--|-------------------------|---------------------|
| <ul style="list-style-type: none"> Engage with the wider community through events, consultation, public lectures, and facilitate student-engagement within our curricula and co-curricular activities. This includes assessment tasks that 'give back' to the community (e.g. the development of evidence-based resources). | PVC, HoS, DVCM, DE, STS | By end 2020 ongoing |
| <ul style="list-style-type: none"> Ensure that every programme provides the opportunity for applied learning and community engagement through: <ul style="list-style-type: none"> » Internships and/or placements, or » Civic engagement and/or social enterprise, or » Community-driven consultancy or project work. | AC, DTL, DPVC, DE | By end 2021 |

PAE WHAKAHAERE

We support and *guide our students on their transition into, and their journey through, our University*.

Provide a seamless, supportive and scaffolded learning experience for all students that enables them to transition well, successfully navigate their learning, make well-informed choices, and fulfil their potential for success.

| Supporting Actions | Responsibility | Timeframe |
|--|-------------------|---------------------|
| <ul style="list-style-type: none"> Establish robust methods for evaluating a student's preparedness for entry into our programmes, coupled with personalised guidance that enables them to make well-informed decisions and choices about their study options. | STS, DTL, HoS, DA | By end 2020 |
| <ul style="list-style-type: none"> Develop, where appropriate, alternative portfolio entry processes for admission so that students who might not otherwise meet the traditional metrics for entry, but who have the potential to succeed, have the opportunity to do so. | OP, DA, DPVC, HoS | By end 2020 |
| <ul style="list-style-type: none"> Provide excellent academic advice and learning support from the student's first engagement with Massey University, through transition, progression, and completion. | All | By end 2020 ongoing |
| <ul style="list-style-type: none"> Ensure students understand how each part of their qualification contributes to their overall learning and prepares them for their chosen career and future employability. | OP, AC, STS | By end 2020 |

ABBREVIATIONS

| | | | | | |
|-----|--|------|------------------------------------|------|---|
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| PaC | People and Culture | PVC | College Pro Vice-Chancellor | STS | Student Services |
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PAE WHAKAPŪMAU

Ka whakaata me te whakatairanga ā tātou marau, ā tātou momo whakaako i ngā mātāpono tūturu ā-pāpori, ā-ahurea, ā-ōhanga ā-taiao hoki e mana ai mā te mahi ngātahi, te hāngai me te mahi.

Kia whai wāhi ngā tauira ki te āta ako, kia hono rānei ki te hapori e āhei ai rātou ki te tino hono ki te hapori whānui kia whakamana ai i tā rātou ako mā te tino mahi o te wā.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|---|-------------------------|---------------------|
| <ul style="list-style-type: none"> Mahi ngātahi me te hapori whānui mā ngā pāpono, ngā kauhau tūmatanui, te whakarite mahi o roto i ngā marau me ngā mahi whakaako noa. Mā ngā tūmahi aromatawai hoki e whakahoki mana ana ki te hapori (hei tauira, te whakawhanake rauemi whai mana). | PVC, HoS, DVCM, DE, STS | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Ki ia hōtaka te whai wāhi ki te āta ako, te mahi ngātahi me te hapori mā te: <ul style="list-style-type: none"> » whakarite mahi ki waho » mahi ā-hapori, hihiri ā-pāpori rānei » mahi mā te hapori e whakahaere. | AC, DTL, DPVC, DE | Mutu 2021 |

PAE WHAKAHAERE

Tautoko ai tātou me te arataki i ā tātou tauira mai i te whakawhitinga mai ki tā tātou Whare wānanga, ā, haere ake nei.

Ka whakarato i tētahi wheako ako tino pai e tautokona ana mā ngā tauira katoa e taea ai e rātou te whakawhiti pai mai, te haere pai ā rātou akoranga, e tika ai te whiringa whakaaro hei tutuki pai ai tā rātou pito e wawata ai kia eke taumata.

| Mahi Tautoko | Mā Wai? | Mutu ai |
|---|-------------------|---------------------|
| <ul style="list-style-type: none"> Whakaritea ngā rautaki kaha hei aromatawai i te ritenga a ngā tauira ki te uru ki roto ki ā tātou hōtaka, tae atu kia ārahi ā-whaiaro e āhei ai rātou kia āta whiriwhiri i tā rātou e hiahia ana ki te ako. | STS, DTL, HoS, DA | Mutu 2020 |
| <ul style="list-style-type: none"> Whakawhanake ina tika ana, ngā tukanga uru rerekē mā ngā tauira e kore ai e tino tutuki i ngā paearu, engari kei a rātou tonu te pito mata o te angitu ina whai wāhi mai nei. | OP, DA, DPVC, HoS | Mutu 2020 |
| <ul style="list-style-type: none"> Hoatu te kupu tika e pā ana ki te huarahi ako me te tautoko i te ako, mai i te hononga tuatahi a te tauira ki Te Kunenga, haere atu ki te whakawhiti mai, te kauneke, te whakatutuki mai. | All | Mutu 2020 haere ake |
| <ul style="list-style-type: none"> Kia mātua mārama ngā tauira ki ia wāhanga o ā rātou tohu me pēhea e āwhina ai i tā rātou ako katoa hei whakarite i a rātou mō tā rātou ūmanga, tā rātou hoki e whai atu ai. | OP, AC, STS | Mutu 2020 |

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GLOSSARY

ACTIVE LEARNING

Active learning is generally defined as any instructional method where students actively participate in and reflect upon their own learning. We recognise that students need to be involved and engaged participants in order to learn. The term 'activity' needs, therefore, to be interpreted in its broadest sense, including cognitive activity as well as writing. Solving a puzzle, constructing an argument, discussing a problem, summarising a reading, and practical work are all examples of activities that require the students to undertake a task that will help them learn.

BEING

In addition to the acquisition of knowledge and skills (knowing and doing), student learning involves developing self-awareness and self-development (being) that attends to the social, the emotional, and the experiential. 'Being' thus encompasses identity-formation and validation (for example professional identity, social identity, cultural identity), and includes the development of ethics and values.

BLENDED LEARNING

Blended learning refers to learning design that strategically, systematically and effectively integrates a range of face-to-face, online, mobile, distance, open, social and other technologically-enhanced learning across physical and virtual environments.

COLLABORATIVE LEARNING

This concept acknowledges that individual learning also takes place through interaction with others, either directly in person or through reading and writing. Collaborative learning involves communication between a teacher and learner, whether the teacher is a lecturer, a peer, or a textbook author, or a multitude of authors publishing in the subject or discipline. Interactions with other learners also facilitates learning through dialogue, discussion, and observation. The teacher and student also form a collaborative unit, working together to achieve student learning. While teamwork and group work are ways to facilitate social, relational and collaborative learning, we refer here to a broader framework, and this should not be taken as implying that every learning outcome should be achieved via group work.

ENTERPRISE

We define this term in its broadest sense; taking initiative and demonstrating resourcefulness, identifying new ways to solve old problems, developing innovative solutions, and undertaking projects or building platforms – both commercial and social enterprises – to deliver those solutions. The goal of student enterprise is focused on developing and acquiring transferable skills that are developed by supporting students' opportunities to engage with applied learning experiences both within and alongside the formal curriculum.

INTERDISCIPLINARY

Interdisciplinary refers to the cognitive process by which individuals or groups draw on disciplinary perspectives and integrate their insights and ways of thinking to advance their understanding of a complex challenge, with the goal of applying understanding to a real-world problem. Interdisciplinarity requires the integration and synthesis of different perspectives, rather than a simple consideration of multiple viewpoints.

MULTIDISCIPLINARY

Multidisciplinary involves people from different disciplines working together, each drawing on their disciplinary knowledge to address a common challenge, but without attempting to integrate these different approaches.

PEDAGOGY

Pedagogy is the method and practice of teaching. It encompasses teaching styles and approaches, methods of feedback and assessment, and the theory of teaching.

RESEARCH-LED

This refers to the relationships between research, learning and teaching. Our curricula are research-led because they are informed by the most current knowledge and research in their disciplinary fields. Our pedagogies are research-led in that they are shaped and informed by the most current research and practice in education (including discipline-specific education) and SoTL. Our learning experiences are research-led in that students learn how to research through their learning experiences.

KUPUTAKA

AKO KAKAMA

Ko te ako kakama he rautaki ako e kakama mai nei ngā tauria i tā rātou ako me te huritao hoki. Mōhio ana tātou me whai wāhi ngā tauria ki te ako. Nā reira me whakamāori whānui te kupu 'kakama' tae atu ki te mahi ā-hinengaro me te tuhituhi. Ko te whakaoti rapanga, te tautohetohe, te wānanga raruraru, te whakarāpopoto pānui me te mahi ā-ringa he tauria ēnei katoa mō ngā tūmahi me mahi e te tauria hei āwhina i a rātou ki te ako.

KIA TANGATA

Hei āpiti atu i te whiwhinga mātauranga me ngā pūkenga (mōhio, mahi) kei te ao ako o te tauria te whanake aronga-whaiaro, te tū tangata e aro atu ana ki te pāpori, ki ngā kare ā-roto me te wheako. Nā, ka awhea te whakatangata e te tārai tuakiri me te whakamana (hei tauria, tuakiri ngaio, tuakiri pāpori, tuakiri ahurea), ā, tae atu hoki ki te whakawhanake o ngā matatika me ngā uara.

AKO WHAKARANU

Kōrero ana te ako whakaranu mō te hoahoa o te ako e whātahi ā-rautaki ai, ā-raupapa ai, ā-tōtika ai hoki kia kanohi ki te kanohi mā te ipurangi, mā te waea pūkoro, mai tawhiti, me ētahi atu ara hangarau whiti atu i ngā taiao ā-tinana, ā-mariko.

AKO Ā-WHANAU

Ka tautoko tēnei ariā i te whakaaro ka paheko hoki te ako takitahi me ētahi atu tāngata, ā-kanohi atu, mā te pānui me te tuhituhi rānei. Mā te ako ngātahi ka whakawhiti kōrero te kaiako me te tauria, ahakoa he pūkenga, he hoa, he kaituhi kotahi, he tokomaha rānei ngā kaituhi o tētahi kaupapa ako, kaupapa mātauranga rānei. Ko te mahi tahi hoki me ētahi atu tauria hei āwhina i te ako mā te whakawhiti kōrero, me te mātakitaki. Ka noho hoa hoki te kaiako me te tauria kia angitu te ako a te tauria. Ahakoa ka āwhina te mahi ā-rōpū i te ako pāpori, te ako whanaunga, te ako tahi ka aro kē atu tātou ki te anga whānui me te kī atu e kore ngā hua katoa o te ako e whakatutuki mā te mahi ā-rōpū anake.

HIHIRI

Ka tautohu whānuitia tēnei kupu; kia ngākau kakama, kia whakaatu i te rauhanga, kia tāutu huarahi hou hei whakaoti rapanga tahito, kia whakawhanake i ngā otinga hihiri, kia whai kaupapa, kia hanga whata—hinonga arumoni, hinonga pāpori hoki—hei whakatutuki i ērā otinga. Ko te whāinga o te hinonga tauria kia aro atu ki te whakawhanake pūkenga, whiwhi pūkenga whakawhiti e whanake ai mā te tautoko i ngā whai wāhi a ngā tauria ki te mahi i ngā wheako ako nō roto mai, i te taha rānei o te marau ōkawa.

TAUNEKENEKE

Ko tā te taunekeneke he tukanga ā-hinengaro e kukume ai te tangata i ngā tirohanga o tēnā kaupapa me tēnā kātahi ka whātahi i tōna mōhiotanga me ōna whakaaro hei kōkiri i ōna māramatanga ki tētahi kaupapa matatini, ko te whāinga, kia whakamahia te māramatanga ki ngā raruraru o te tino ao. Me mātua whātahi me te kōtui i ngā tirohanga rerekē, engari kē te whakaaro noa iho ki ngā tirohanga matatini.

KAUPAPA MAHA

Mēnā he kaupapa maha ka mahi ngātahi ngā tāngata o tēnā kaupapa me tēnā, ā, kei tēnā tōna ake mātauranga, kei tēnā tōna ake mātauranga hei tātari i tētahi raruraru kotahi, heoi anō, e kore e whātahi i ēnei tukanga.

MOMO WHAKAAKO

Ko te momo whakaako te rautaki hei whakaako me te tukanga hei whakaako. Kei roto rā ko ngā tūmomo whakaako me te tino mahi whakaako, ngā momo whakahokinga kōrero me te aromatawai, me te ariā o te whakaako.

RANGAHAU-ĀRAHI

Ka kōrero tēnei mō te whanaungatanga i waenga i te rangahau, te ako me te whakaako. Ko ā tātou marau ka aratakina e te rangahau i te mea ka whai atu i te mātauranga me te rangahau o āiane mō ia marau. Ko ā tātou momo whakaako hoki ka aratakina e te rangahau kia whakairohia ki te rangahau me te mātauranga o āiane (tae atu ki ngā tino momo ako o te mātauranga) me te SoTL. Ko ā tātou wheako ako hoki kia ako ngā tauria me pēhea e rangahau ai ki roto ki ā rātou wheako ako.

SCAFFOLD

The approach known as ‘scaffolded learning’ is described in the educational literature as the help and support provided to students, by both teachers and peers, that is gradually rebuilt or removed as the student gains the skills to be more independent. There are many ways that support can be provided including: dividing material or skills to be learned into organised chunks; gradually extending the complexity of tasks; providing examples; checking student understanding and clarifying areas of difficulty; and using illustrations, or metaphors to provide alternative ways to understand concepts. The concept of scaffolding informs the design of instructional activities at the course, programme and curriculum levels.

SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)

The scholarship of teaching and learning encompasses practices that engage teachers in looking closely and critically at student learning in order to improve their own courses and programmes, and to share their insights with other educators (Hutchings, Huber, and Ciccone, 2011). SoTL can be understood as an approach that combines scholarly inquiry with the intellectual tasks that make up the work of teaching, i.e. designing a course, facilitating learning activities, testing new pedagogical ideas and determining student learning outcomes (Schulman, 1998). As Kern et al (2015) argue, ‘The three important attributes of SoTL (and which distinguish SoTL from excellent teaching) are ‘that the inquiry must be systematic or methodical to gain credible results, be shared in order to advance the goal of improving practice outside one’s own classroom and that the ultimate goal be the students’ learning that results from the faculty member’s teaching’. Finally, SoTL research may include, but is not limited to, reflection and analysis, interviews and focus groups, questionnaires and surveys, content analysis of text, secondary analysis of existing data, observational research, and case studies.

TEACHING SCHOLARS

Teaching scholars lead in demonstrating best practice teaching and learning and are exemplars for sharing and disseminating this work. Teaching Scholars lead SoTL and engage in innovative curriculum design, development and delivery, as appropriate to the level of academic appointment. Appointment to the role of Teaching Scholar requires evidence of teaching excellence, scholarly engagement with the relevant disciplinary and pedagogical literatures, and active and proven engagement with the scholarship of teaching and learning. The evidence of scholarship can include the publication of scholarly articles in leading journals, or its research equivalent in other disciplines.

TE TIRITI O WAITANGI-LED

Massey University has commenced the journey of what it means to be a Te Tiriti o Waitangi-led university. This means ensuring the principles and values of Te Tiriti o Waitangi, New Zealand’s founding document, are visible, recognised and implemented in terms of how we engage with the communities we serve; through teaching, research and community engagement.

TRANSDISCIPLINARY

Transdisciplinary generally combines an interdisciplinary process with a participatory approach that results in a new approach to teaching or research that is considered ‘more than sum of its parts’. To be transdisciplinary means generating knowledge that has both academic and practical implications and can bring a range of disciplines into a coherent whole. This is an approach often applied to ‘real world’ problem solving, which requires not only intellectual integration but also the political negotiation of conflicting or competing interests.

TAUTOKO

Ko te rautaki e kīia nei ko te ‘tautoko ako’ e whakaahuatia ana i roto i ngā pukapuka mātauranga hei āwhina, hei tautoko ka hoatu ki ngā tauira e ngā kaiako me ngā hoa, tēnā ka iti haere nō te tauira e piki pūkenga ana kia tū māia ai. Arā noa atu ngā momo tautoko ka tae atu ki: te wāwāhi kōrero, wāwāhi pūkenga kia whāngai ā-harangotengote nei; te uua haere o ngā tūmahi; te hoatu tauira; te arowhai i te māramatanga o ngā tauira me te āta whakamārama i ngā wāhanga uua; te whakamahi pikitia, te huahuatau rānei hei ara rerekē kia mārama ki ngā ariā. Ko te ariā ‘tautoko ako’ hei āwhina i te hoahoa o ngā ngohe tohutohu o te kaupapa ako, ngā hōtaka me ngā taumata o ngā marau.

TE TIKANGA O TE WHAKAAKO ME TE AKO (ToWA)

Ko te tika o te whakaako me te ako ka tauawhi i te āta titiro, i te āta kaikini a ngā kaiako ki te ako a te tauira kia pai ake ai ā rātou ake kaupapa ako, ā, kia tukua hoki ō rātou kitenga ki ētahi atu kaiako (Hutchings, Huber and Ciccone, 2011). Ko te ToWA he ara e kōpūtahi ana te pakirehua tika me ngā tūmahi ā-hinengaro o te mahi whakaako, arā, te hoahoa kaupapa ako, te whakarite ngohe ako, te whakamātautau whakaaro hou, te whakarite huanga ako (Schulman 1998). I kī rā a Kern me ētahi atu, ‘Ko ngā mea nui e toru o ToWA (me ērā e rangatira ai a ToWA i te whakaako rawe) ko te ‘raupapa pai, kia haukune te pakirehua e mana ai ngā hua, kia hoatu ki ētahi atu hei kōkiri kia whakapai ake te mahi o waho o te akomanga, ā, ko te whāinga matua ko te ako a ngā tauira e hua mai ai i te whakaako o tētahi kaimahi’.

Hei te mutunga iho, ka noho hoki pea ki te ToWA rangahau, te huritao me te tātari, te uiui me ngā rōpū kōrero, he patapatai me ngā tiro whānui, tātari tuhituhi, tātari pūrua o te raraunga, rangahau mātaki me ngā mātāi take.

NGĀ PŪKENGA

Mā ngā pūkenga e ārahi ki te whakaatu i te mahi whakaako tino pai rawa atu, mahi ako, ā, ka tū hoki hei tauira mō te mahi tahi me te tiritiri i ēnei mahi. Mā ngā pūkenga te ToWA e ārahi, e mahi hoki te hoahoa marau hihiko, te whakawhanake me te whakaako ki tā te taumata e tika ai, ki tā te tūranga e whirihia ai. Kia tū te tangata hei pūkenga me whakaatu he taunakitanga mō tētahi mahi whakaako kouna, mō te rangahau tuhinga hāngai me te mahi whaimana o te whakaako me te ako. Ka whakaetia te taunakitanga pūkenga ki ngā tuhinga i ngā hautaka rangatira, ki ngā rangahau rānei e ōrite ana te mana.

TE TIRITI O WAITANGI-LED

Kua tīmata te takahi a Te Kunenga ki Pūrehuroa i te hīkoi kia rapu i te tikanga o te whakaaro kia tū hei Whare Wānanga e aratakina e te Tiriti o Waitangi. Ko te tikanga nei kia kitea nuitia, kia whakamihia, kia whakaritea hoki ngā mātāpono me ngā uara o te Tiriti o Waitangi, te kawenata tuatahi o Aotearoa, i runga i ngā mahi ngātahi me ngā hapori; mā te whakaako, te rangahau me te mahi tahi me te hapori.

ARA MATATINI

Mā te ara matatini ka kōpūtahi ki tētahi ara urutau kia hua mai ko tētahi tirohanga hou ki te mahi whakaako ki te rangahau rānei e whakaaro nei he pai atu ‘te katoa i ōna wāhanga’. Ina whāia te ara matatini ka tipu ko te mātauranga kia whai pānga ai te pūmātauranga me ngā mahinga, ā, ka whakakotahi i te whānuitanga o ngā momo ako. He tirohanga tēnei ka mahia ki ngā tino whakaoti rapanga e mau nei kaua ko te hononga hinengaro anake engari ka mau nei hoki ko te whakawhiti whakaaro ā-tōrangapū ki ngā whakaaro rongorua, whakaaro tukituki.



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