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| Wellington Institute of Technology |
| Becoming a Teacher at WelTec |
| **Academic staff induction manual, A resource for teaching staff** |

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**Capability Development Unit  
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## Resources for more information and ideas

### Moodle site

The Moodle site. You will find a copy of this manual, Session Plan template, and many other resources here. Make it your first port of call for teaching resources.

[Academic Induction Moodle site](https://moodle.weltec.ac.nz/course/view.php?id=2983)  (Ctrl-click this)

This manual is published by the Capability Development Unit at WelTec to guide and support new academic staff as they develop their roles as teachers. Staff of the Capability Development Unit are available to support you:

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Here is how to find additional information and resources to support your teaching. Look also at the reference list at the end of this document.

|  |  |  |
| --- | --- | --- |
| Moodle site | [Induction ASM Moodle pages](http://moodle2.weltec.ac.nz/course/view.php?id=171)  (Ctrl-click this) | If you are presented with a log-in screen when you click this, contact Cheryl Brown or John Hitchcock, who will help. |
| Session plan template | [Lesson plan template](file:///\\weltec.internal\data\staff\Capability%20Development%20Unit\Capability%20Development%20work%202013_14\Project%20-%20Academic%20Induction%202012\Teacher%20Induction%20Moodle%20site%20stuff\session%20plan%20form%20template.docx) | Use this to help you plan your lesson and reflect on how it went. |
| Simple observation form | [Simple Teaching Observation from JH1.2.docx](file:///\\weltec.internal\data\staff\Capability%20Development%20Unit\Capability%20Development%20work%202013_14\Project%20-%20Academic%20Induction%202012\Simple%20Teaching%20Observation%20from%20JH1.2.docx) | Use to observe a peer. A version of this from will be used when a CDU member observes your class session(s). |

# 1. Welcome to teaching at WelTec.

This manual will guide you as you develop your role as an academic staff member (also known as teacher, tutor, lecturer) at WelTec. We hope you will find it useful.

## How to use this manual

This manual is a resource book that is part of your induction programme to being an Academic Staff Member here at WelTec. It is part guidebook, part reference book and part workbook. Keep it handy in your first weeks and months, and record your progress through your academic induction programme.

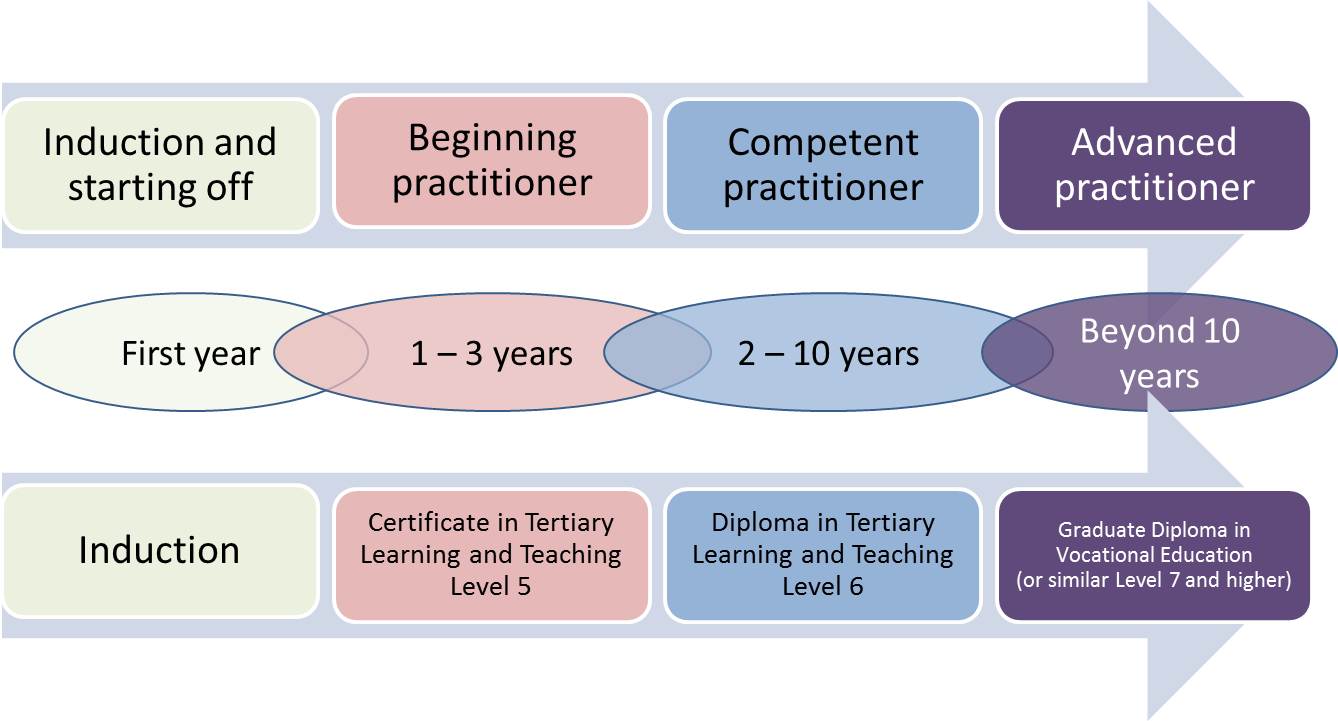
A good teacher pays a lot of attention on what the learners are doing. They know that the purpose of teaching is learners actually learning. This sounds straightforward, but as you begin teaching you will find it challenging and complex. The Academic Staff Induction programme at WelTec will help you get off to a good start, no matter how much (or little) teaching experience you have as you begin.

This manual outlines the things you will need to do as part of your induction to teaching, introduces you to some key ideas and resources to help you, and is where you can record your progress through induction.

## Developing as a teacher

WelTec employs you for your expertise in the subject area you will be teaching, we do not expect you to be an expert teacher when you start. When you become an educator in your discipline you begin to develop a new professional identity as a teacher. It takes some time to develop the knowledge, skill and attitudes to be a competent and advanced education practitioner.

The chart below shows the steps, with associated qualification and how long each step might typically take:



Clearly, how much teaching experience and qualification affects where you start, and the induction process you will need. Speak to your manager and the Capability Development Unit who will help design an induction programme that suits you.

## Your induction to being a teacher at WelTec

Being a teacher may look straightforward at first, but as you get into it, it becomes more challenging to do well. The Academic Staff Induction programme will equip you to have a good start to teaching by ensuring you develop some ideas about learning and learners, some skills for putting those ideas into practice, and have support for the challenges you will probably face. It will also introduce you to some WelTec ways of doing things.

Your manager and HR will oversee the bits and pieces of getting started at WelTec in the general induction programme. The Capability Development Unit will work with you and your manager to get you started in teaching. Here is an overview of the process: .

## Your induction plan and record

Find this in the Section 8 of this manual, at the end from page 33.

# 2. Getting started in teaching

## **Some milestones you may encounter**

This is a collection of ‘firsts’ experienced by a recent new Academic Staff Member. When each of these happened she needed to talk with a more experienced colleague, manager or teacher educator to help her choose how to respond.

|  |  |
| --- | --- |
| **Event** | **What do I do?** |
| First class on my own | Make sure I have a plan that I understand for the session and the topic (series of sessions), and go through it with someone more experienced prior to the session.  Spend some time getting to know the students, both before and during the session.  Tell them why I am here – that I am experienced in the subject. |
| First student question I can’t answer | Say “I’m not sure, how do we find out?” and then help them to find the answer.  It is better that they see you finding the answer, than you just telling them. This is a good opportunity to show them how to learn. |
| First fearful moment | Like, saying to a student that their work is not up to standard and they need to resubmit, or saying anything to an individual or group that they won’t want to hear. Using my authority as their teacher.  Get clear about just what I want to say, and make sure I say why I am doing this. Practice it with someone else first. |
| First student ‘incident’ or disagreement | This can take many forms. Maybe a disagreement between two students, someone breaks the Code of Conduct, something big happens in a student’s private life, or a student is outside of the programme regulations. |
| First time a colleague in in the room when I am teaching | Get used to it! Your students are usually accepting of teaching approaches, a colleague or professional development staff member can give useful feedback for improvement. Or, they may not be critical of your teaching at all! |
| Finding something I disagree with or don’t understand in the notes I have inherited | Remember, WelTec has employed you for your subject expertise, so feel free to change and update. Always keep in mind the course learning outcomes and graduate profile when making these changes. See your Associate Head of School or Academic Advisor for advice. |
| First desperate moment This could be anything – too many things to do at once, short on ideas about how to do something. | Talk to someone! We at WelTec want you to be the best you can be, and these moments happen to us all from time to time. |
| First assessment | Assessment is complex, and you should be doing it with a colleague even when you are experienced. Seek help from a colleague, your manager, Academic Coordinator, CDU staff member. |

You will probably experience your own “firsts”. No one expects you to manage on your own, so talk with someone to help you through them.

# 3. Things that influence teaching and learning

Education is much more than just you working with your students. There are organisational and political structures that support and direct what WelTec does as an organisation, and what you do as an academic staff member. WelTec is accountable to Government priorities in education, some of which affects how much funding we receive. These priorities and requirements in turn affect you as a teacher. Here are some of them:

## 1. Embedding literacy and numeracy

All learners enrolled in level1 – 2 programmes are required by TEC to sit an online literacy and numeracy assessment at the beginning and end of their study. This is to:

1. Give you a picture of where your learners are sitting in terms of their literacy and numeracy levels so you can best scaffold their learning.
2. Measure the increase in these core skills that learners achieve while studying at WelTec.

Level 1-2 programmes are expected to raise learners’ literacy and numeracy levels whilst they are developing their vocational skills so that they are better prepared for success in the workforce and further study. WelTec is measured on the literacy and numeracy progress of its learners. In order to facilitate this learning; programmes at this level need to have embedded literacy and numeracy components. This can be achieved through the adaption of course materials and explicit teaching of key concepts. There is support available for you to address the literacy and numeracy needs of your course through the literacy and numeracy advisor.

Literacy and Numeracy for Adults: <http://literacyandnumeracyforadults.com/>

## 2. PLG – Priority Learner Groups

1. WelTec surveys for the PLGs including Maori, Pacifika and under 25s
2. education performance measures eg course completions, qualifications

## 3. NZQA and academic accreditation

[Chris N to contribute]

1. NZQA and accreditation. For more information go to [www.nzqa.govt.nz](http://www.nzqa.govt.nz)
2. NZQF,levels – each level has a specific description. They can be found at <http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/>

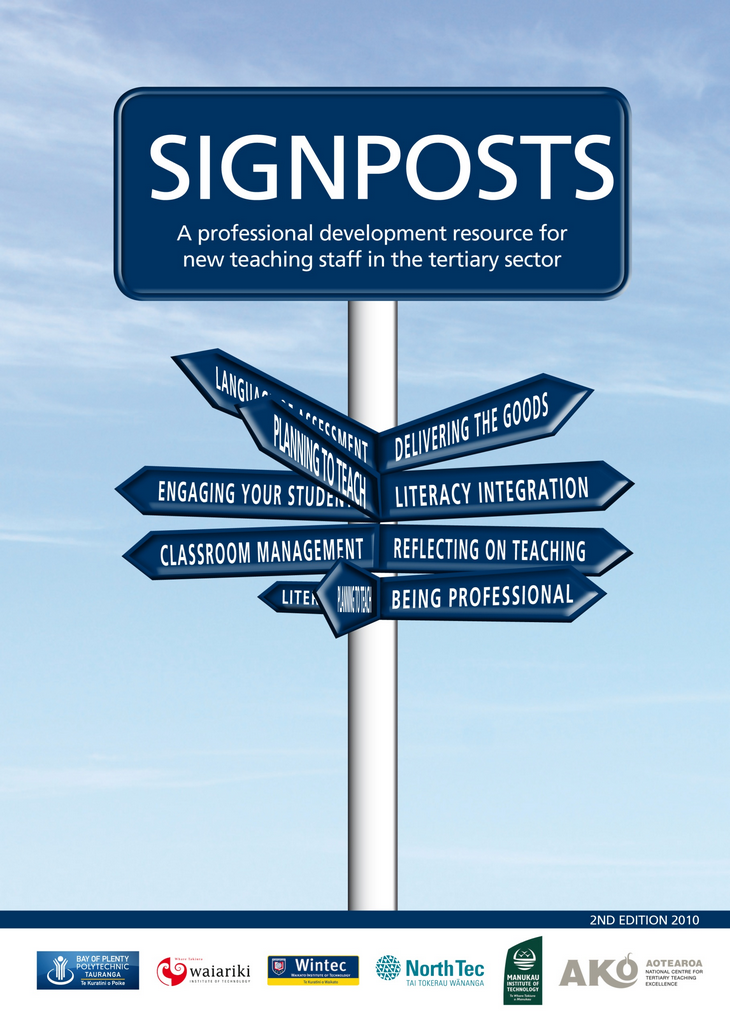
## 4. WelTec policies and processes

[Chris N to contribute]

Aplus+

T&L, Assessment, moderation

# 4. Signposts; ideas and suggestions for getting started in teaching

**Adapted from**

Ako Aotearoa. (2010). *Signposts: a professional development resource for new teaching staff in the tertiary sector* (Guide). Wellington NZ: Ako Aotearoa. Retrieved from <https://akoaotearoa.ac.nz/download/ng/file/group-1387/signposts-version-2.pdf>

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### 1. Designing for learning

‘Learning takes place through the active behaviour of the student: it is what he (sic) does that he learns, not what the teacher does’ (Tyler 1949).

Teaching is all about student learning. In planning for teaching you must focus on ways to help students learn. Look on the Moodle site for more resources for designing for learning.

**Plan your teaching so that-**

1. Students work and talk more than you;
2. Students know what the session is about - write some learning intentions: “In this session we will…” Tell them (briefly) what they will be doing in the session;
3. You scaffold the learning in easy steps, so all students keep up. Start by finding out what they know already;
4. Students work things out for themselves as much as they can, and ask you to fill in the gaps;
5. You have some quiet time to watch them and work with them individually or in small groups. This helps you to evaluate their learning and adapt your approach;
6. Students ask questions;
7. Plan by topic, so each session links with the others in the series. Keep the written plan for future reference.

**Here is a flow of work to do for planning.**

|  |  |  |
| --- | --- | --- |
| ***Steps*** | ***Ideas for what to do*** | ***Additional comments*** |
| 1. Plan the topic | Make a timetable with the scheduled sessions on it, give each one a title and note briefly what will happen in each, by writing learning intentions for them. | A topic is typically 2 – 6 sessions of 1 – 3 hours each. |
| 2. Write the **title** and **objectives (intentions)** for the session. | 1. Write “At the end of this session you will…” and list two to four things your learners will do. Make it interesting and active.  Write these on a sheet of paper, on whiteboard or PowerPoint. Ideally the learners can see them all the session, as they guide everything that happens.  2**.** “Look at the objectives and name (to a fellow student, or to write down) one thing that interests you, or something you would like to know about t one or more of them”. | This makes it clear to both you and your learners what you will be dong together.  “Learners need to participate in naming what it is to be learned” (Hess 2000). |
| 2. **First activity** “What you know already” | If this is a new topic, ask what they know about it already. If the session is part of a series, ask about the previous sessions.  **Ideas.**  1. Think pair share.  “Take a couple of minutes to think about the objectives (or the last session), and note one thing you know already, one thing you don’t, and one question”.  “Now meet with one other person and tell them what you have. Can you answer the questions? Do you have another one? What don’t you understand?”  “Okay, let’s hear the questions” remember to ask the learners to have a go at answering them, rather than do it yourself.  2. Brainstorm.  On the board, flip chart paper, or in groups on Post-Its or slips of paper  “Let’s list everything you know about foundations. Who has got an idea?”  “Now I want you to group those ideas. Are there themes, sequences or categories they belong in?”  “That’s great, you know heaps already, now we can get on with it”. Add a few small points yourself if you wish.  Stick the paper(s) with the brainstorm on the wall so you can all see it during the session.  3. Matching exercise.  Make up some cards with ideas, or words and definitions on them and ask student in pairs or small groups to match or sort them. This is a great revision exercise too. | Learners know, from the objectives, what the session will be about.  Remember that everybody knows *something* about pretty well everything, even if it is usually in a different context. E.g. Nursing students claim to know nothing about chemistry. I’d ask how many have cooked anything, and point out that a kitchen is a chemistry laboratory.  Brainstorming. In the first phase, accept *everything*. Time later to sort out the ideas. Make it lively and fast paced.  Then you ask *them* to do something with the ideas - their thinking is important.  Learners have explored their own knowledge, asked questions, and you have learned heaps about what they know already. It has taken maybe 30 minutes and you are off to a great start. |
| 3. More activities, **building complexity** of things  you ask of your learners | You have lots of choices here – you may ask your learners to-   * start a project, * read a handout or a plan, * complete a form, * discuss in pairs, small group, * prepare and teach fellow students something.   It needs to extend them, they may produce something, or perform a task. Ask them to note questions they may have, or things they are not fully understanding. | Activities are best when they are *authentic* – that is, a close to the things someone would do when they are actually using the skills they are learning. |
| 4. **Concluding things** to do | As the session draws to a close, you need to help learners make sense of it. There are many ways to do this.  1. Review and questions:  "Look at our objectives for this session, and talk to the person next to you about what you have done this session. Identify one new thing you have learned, one thing you were already familiar with, and one question you have"  "Now let's hear the questions". Or, ask them to write one question on a sheet of paper and give it to you as they leave.  2. Ask them how it went:  “How was this session for you? Which was the most interesting? The least?”  2. Look forward to the next session.  Tell them what you will do next time, ask them a question or set a task to do for the next session. |  |

### 2. Getting off to a good start

Here are some good things to do when starting off with a new group of students – even if they are new to you but already know each other. Your session design might look like this:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| SESSION PLAN | | | | | |
| **Title** | | Introductions and starting off | | **Date & time** |  |
| **Group** | | [course or group name] | | **No. of students** | |
| **Objectives**  write some session objectives(intentions), and make them available to students | | In this session we will:   * Meet each other and warm up to the work we will do together * Identify how much we know already about [subject] * Think about ourselves as learners and how we will work together. | |  | |
| **Time**  Use clock times | **Learning activity**  Describe what the learners are required to do and how they will ‘digest’ the learning | | **Learning support**  The support strategies you will organise to assist students in their learning: e.g. guide, support, instruct, manage groups, feedback | **Resources**  To support the session | |
| 9.00 | **Starting off**  As learners arrive, list names on the whiteboard. Greet them and invite them to take a seat.  If you are waiting, ask them to introduce themselves to another student and say what brings them here. | | Mihi.  “Welcome to [course name]. My name is […] and I am your tutor for [course name]. It’s great to see you all here and I look forward to the work we will do together on this course.”  [Here I say something enthusiastic about the subject, how interested I am in it, and my experience and qualifications to be teaching it. Also something personal - my interests, family..] | Course name, learning intentions and my name on whiteboard.  Set the room up so students can see each other | |
| 9.10 | **Introductions**  “Now I’d like you to introduce yourselves. Please say your name, something about your background, and one thing you are interested to learn about the subject”  “Who will go first?” | | Thank each as they finish, using their name.  Write their names down, or do something to remember their names, also anything they say that would be good to remember. | Write on board “Name, Background, One thing I am interested in learning” | |
| 9.40 | Work out with the group where these are. | | **Housekeeping.**  Ask “where are the exits and toilets?”  Say something about timing and breaks. |  | |
| 9.40 | **Activity.**  [This activity needs to get them working in groups to do a task that is related to the subject. Sort things in order, assemble something, read and summarise something, list five things they know about the subject. Make it simple, and make sure that the need to talk and work together to do the task. Something they can do in 20 minutes].  **Discussion**.  Follow with a short group discussion, one thing they have learned and one question they have. | | Go round the groups and assist as needed. Ask them questions, find out what they know already. | Note: There are many things you can do here. Bring resources for the activity  Write instructions for activity on board, or PowerPoint, including how long they have. | |
| 10.15 | **Morning tea** | |  |  | |
| 10.40 | **Learning names activity.**  Go round the group and name each person, and ask for corrections when you get it wrong.  Ask one to three others to have a go.  Then ask how they did that – what *strategy* did they use to learn names?  Can they name some things they can do to improve their learning on the course? | | You may need to prompt them to identify strategies. Write them on the board. Say these are learning strategies.  Say “Remembering names requires effort, and it requires a strategy. This is true for all the learning you will do on this course”. | Note: This is a great exercise to help them see themselves as learners. Much better than name tags.  Usually someone says “I am no good at names”. This is how people define themselves and not being able to learn.  Others will have strategies, repeating the names, using names, writing them down, making associations… | |
| 11.05 | **Course outline** | | This is the time to introduce the course timetable, requirements and assessments.  Can you think of a way they can do this for themselves? | Note: This is another chance to ask them to reflect on how they read and understand things, and for you to watch and find out well they do this.  Discuss reading strategies afterwards. | |
|  | **Other activities.**  You can build on the themes you have created. | |  |  | |
| 11.55 | **Finishing.**  Ask “How was that for you?  Was there anything you don’t understand?  What was new?  What did you know already?”  Briefly say what will be in the next session. | | Make notes of this stuff to help you focus your teaching next time. |  | |

#### Notes on this session.

* Show them right from the start how you want them to work, by-
* Using activities in small groups;
* Getting them to work things out for themselves and ask questions;
* Asking them to think about being learners;
* Asking them to comment on what they have learned
* Being enthusiastic about the subject, your students, and learning.
* Use PowerPoint for your instructions for activities, and for points of information. But try to tell them as little as you can, it is much better that they are active in finding stuff out than you just telling them.
* Some people do a class contract in the first couple of sessions. This can be a good way to establish ground rules. Don’t just agree with what they come up with though, you can have expectations of them, and they of you.
* Make sure they make new groups each time you form groups. You want each person to work with each other person as soon in the course as you can.

#### The next sessions

**Begin** with

* A review of what they learned from the last session – ask them (in pairs or threes) to identify two things they understood, one they struggled with (‘muddiest point’), and one question;
* Always be there first;
* State the learning intentions for the session;
* Start the teaching session with something interesting that will get your students’ attention like a quote, video, podcast, photo, cartoon, statement, etc. This is a good way to encourage punctuality if you make it really good, and never repeat it.

**During the session**

* Use activity, discussion and instruction to add variety to the session;
* Build you the main ideas, and repeat things, especially if something is repeated in a different context. (“Remember how the blood carries oxygen? How might it carry carbon dioxide?”);
* Use video sparingly, and interrupt it for points of illustration and discussion. It’s not the information that matters, but what sense the learner makes of it.
* Good teaching includes repetition – tell them what they are going to do, get them to do it, tell them what they have just done!

**Concluding the session**

* Formally conclude the session so that students know they have finished. Every session should finish with the students reflecting on their learning, what they understood, and one question they have.
* Give them a preview of the next, and indicate reading or an activity (“before the next session I want you to go to a café and notice how the barista relates to customers, note one thing that builds their relationship with the customer, and one thing that did the opposite. The next session will be on customer service”).
* Always be the last person to leave. Pack your things slowly and say goodbye to each student as they leave. Often someone will come up with question or problem.

#### More ideas:

Weimer, Maryellen. (2013, January 9). First Day of Class Activities that Create a Climate for Learning. *Faculty Focus*. Retrieved from <http://www.facultyfocus.com/articles/teaching-professor-blog/first-day-of-class-activities-that-create-a-climate-for-learning/>

### 3. Engaging students with learning

**Your students are all different**

Start by evaluating your students’ prior knowledge and experience as learners, and find out about them as people. What factors influence their lives and what are their reasons for being in your class or doing this course? This shows you respect your students and that they matter.

**Every student is ‘special’**

In any group of learners, you will have three subgroups:

1. Most of them will manage their own learning well, and your input to the whole group will be enough support to keep them going;

2. A smaller subgroup will need more focussed attention to help them get the sense of what they need to do; and

3. A few students will need even more specific input, including referral to Learning Support.

If you work with each group carefully, over time most of your students will become part of the first subgroup.

**The personal touch**

Move about the room when students are working. Watch, listen and notice how they are doing. If they are working groups, join a group to work more one to one with them.

**Build on prior experience**

Draw upon students’ own experiences and knowledge. Students appreciate your interest and will build on what they already know.

**Get students ‘doing’**

Use a variety of student-centred activities that promote your students being actively involved, e.g. simulations, discussions, debates, role plays. Being actively involved will help to keep both motivation and interest high.

**Authenticity**

Construct your activities around authentic problems i.e. problems the students are likely to face when doing the job out in the field.

**Pose a problem**

Provide enough information to get the students pondering, questioning, hypothesising and then generating possible solutions to the problem. You could use a case study or scenario as the basis for an authentic problem solving exercise. Or something from your experience, or that is happening in the news at the moment.

**Use technologies**

Use a variety of learning technologies in your teaching including computers, Internet resources, Facebook, Moodle, podcasts, music, etc. Many students are arriving in tertiary learning settings with numerous technology skills and enjoy a variety of delivery.

**Keep it real**

Ensure your students are involved in real-life activities – doing the things they will be expected to do out in the workplace. This will provide your students with valuable practice time and reinforce the relevance of the learning.

**Provide a challenge**

Challenge your students. Activities and assessments that stretch your students will help to keep them motivated. Challenge can also provide an element of entertainment value and stimulate learning.

**Make learning fun**

Games and puzzles related to the content can provide some light relief while helping your students to learn along the way. Even better, get the students to invent the game!

**Mix it up**

Keep things evolving and changing within your sessions. Plan for individual, pair and group activities. This will help to cater for different learning preferences and provide the opportunity for students to learn from each other.

**Greater engagement = deeper learning!**

### 4. Managing learners

John Hattie (2012) conducted extensive research into what works to help students learn, and listed 150 ‘influences’ in order of effectiveness for learning.

**Affirm students for what they can do.**

Student’s expectation of their own performance is the single biggest influence on their success (Hattie). Tell them they can do things, and affirm having a good try – even if they make mistakes in learning.

Give them clear expectations of what they need to do, and what the standards are.

Include discussion and ideas about being learning, so they get better at being a learner.

**Learning environment**

This includes classrooms, lecture theatres, laboratories, workshops, online, all ways we work with learners. Getting the environment right really helps things go well.

Tell them how you will work with them. Like:

1. “I will never make you feel small for not knowing something – any question is okay to ask”.

2. “I am particularly interested in where you are having difficulty, what you do not understand”. Show this by asking, often.

3. “Humans work and learn best with others, and it is an important skill for life and work to work well with others, so I want each of you to work with each other person during this course.”

4. “We are all learners. Having a go and making mistakes are good for learning. Respect this in others”.

5. “People learn best when they are relaxed and having fun. You will need to work hard to do this course, we also will have fun.”

**The teacher’s voice**

Student talk is better for learning than teacher talk. Record a session and check your talk time – you should talk less than 20% of it, and every student should talk in the session.

When you speak, say what you need to say clearly, be honest, ask questions, show you know your subject in a quiet way. (Hattie’s research backs this up)

**The student’s voice**

Classroom discussion rated 6th in Hattie’s ranking of effective influences on learning, feedback (including from learners about how they are doing) is 9th, and learners teaching each other is 10th.

Create opportunities in every session for the learner voice to be heard.

**Plan for variation**

Always have something up your sleeve if things go more quickly that you planned, and think of things you can skip if things take longer. Let a good activity go on if students are engaged and into it.

Those learning intentions you put on the board are your guide. Learning is more important than sticking to a plan.

**Plan for breaks**

Generally, anyone’s concentration span is between 12 and 20 minutes. Structure ‘down time’ in the session, such as when forming groups, as mini breaks. The ‘buzz’ in the room is people recharging.

Keep to time for scheduled breaks as much as possible. Fewer, longer scheduled breaks are better than more, shorter ones. Remember, learning happens in breaks too.

**Conflict**

Conflict is a normal part of human interaction.

Following the guidelines in this section will help you head off conflict in your sessions.

If conflict does arise, avoid confronting a student in front of other students. Issues are better dealt with face to face outside of the classroom. You may ask a colleague to be present, and invite the student to bring a support person too.

See the [Student Code of Conduct Policy](file:///\\Weltec.internal\data\Staff\Applications\Business%20Policy%20Manual\Business%20Policy%20Manual%20Version%202\6%20Student%20Experience\6.00%20Student%20Code%20of%20Conduct.docx) (Ctrl-click from WelTec computer) for guidelines on conduct and dealing with misconduct.

**Health and safety**

Make sure that everybody is aware of the evacuation procedure and assembly place in case of an emergency. Make sure you have a list of students when you leave the room – and be last one out.

### 5. Teaching for learning

**Learning domains (not theory and practice)**

We can think of learning as having three components (or domains):

*1. Knowledge,* thinking and mental skills – information, comprehension, analysis, evaluation;

*2. Skills*, manual and physical skills – perception, readiness to act, responding, making things;

*3. Attitude*, feelings and emotions – listening, paying attention, participating, valuing, organising;

(Clark, 1999, describing Bloom’s Taxonomy).

Effective teaching ensures that learners work in each of these domains. I think it is a more useful way of thinking than the more traditional “theory and practice”.

As I have mentioned in the section on design, using a variety of approaches and activates is really important.

**What you do and what the student does**

***Activities*** are what student does for learning. Usually you design these and ask the students to do them.

***Strategies*** are the things you do when working with learners, in a classroom or anywhere else. They include the things you do to set up for activities, to evaluate learning, to start off and finish up, to embed literacy and numeracy.

Here are some activities you may ask your learners to do-

1. Individual activities

* contract learning
* independent learning
* individual practice
* project work
* web-quests

2. Pair and group activities

* discussion groups
* buzz groups
* debate
* games
* problem-based scenarios
* project work
* tutorials
* web-quests
* matching exercises
* practical activities

3. Class activities

* brainstorming
* mind-mapping
* student teaching and demonstration
* field trip
* games
* laboratory
* panel of experts (ask them to do some research first, so the students themselves are the experts)
* role play
* seminar, case study
* simulation, workshop
* project work

4. Strategies you can use to develop the activities:

* brainstorming
* mind-mapping
* guided question and answer
* modelling
* lecture
* video
* evaluation learning

Check the Moodle site for more on these.

**Teaching media and technologies**

You can use a range of media to support your teaching, including

* sound recording and podcasts
* video recording and screencasts, DVD, YouTube
* cartoons, pictures, charts
* PowerPoint and other presentation software
* SmartBoard and whiteboard
* web-quests
* Prepared activities (e.g. a nail sort activity for carpentry students).

**Autonomous learning**

Choice increases motivation to learn, student learn better when they make their own decisions. Encourage initiative and autonomy.

### 6. Assessment

**What is an assessment?**

An assessment is a student activity that generates evidence to establish performance of a learner against learning outcomes.

**What makes a good assessment?**

Good assessment is

*1. Authentic* – it is as close to the conditions of actual performance that the learner will face in their discipline or workplace.   
It will also be the student’s own work.

*2. Valid* – it measures what it is supposed to; the learning outcome, rather than something else (for example the student’s ability at writing

*3. Sufficient* – it gathers enough evidence gauge that the learner has met the outcome.

*4. Reliable* – it is consistent across time, students and places.

*5. Formative, and may also be summative-*

*Formative assessments* enable learners to experiment and risk mistakes, which enriches feedback and strengthens learning. Formative assessments should be scheduled and required for course completion.

*Summative assessments* are also scheduled and required, and formally student’s performance against the learning outcomes. This is most effective towards the end of a course (at the end of the learning experience).

**Basis of assessment**

Assessment may be *standards-*based, against a set of standards (also called criteria or competencies)

Standards-based assessment may –

* Record the student result as Complete/Incomplete against the criteria (*criterion-referenced assessment*); or
* Record the student result with a grade (A – E) when grade criteria are defined (a*chievement based assessment*).

Assessment may also be *norm-referenced*, in which student performance is compared with other students, or some other agreed idea of what is good (music and film criticism, for example). Marks are usually awarded.

**National Qualifications Framework (NQF)**

This places all qualification, Unit and Achievement Standards on a common framework that sets the level and study load for completion.

Qualifications may be

*National Qualifications*, which are collections of Unit Standards, and are all Level 6 and below;

*Provider Qualifications*, which are developed by institutions or other organisations, and include all degree qualifications; and

*New Zealand Qualifications*, a new category established following a review of all qualifications, being undertaken by NZQA.

Details of these, as well as lots other useful information, can be found on the NZQA website at [www.nzqa.govt.nz](file:///Y:\2012%20Capability%20development\Project%20-%20Academic%20Induction%202012\www.nzqa.govt.nz).

**Unit Standards**

This is a document that contains a collection of learning outcomes (elements) and performance criteria which define the level and credit value, and activity required for a student to achieve the US.

Usually these are written by an industry body (Industry Training Organisation, ITO, or Standards Setting Body (SSB).

**What is moderation of assessment?**

This is a process that ensures assessments and grades are fair, valid and consistent.

Moderation can be carried out by a colleague or by someone outside your organisation. Your organisation will have a process for carrying out moderation and will document evidence that it has taken place.

Ako Aotearoa – The National Centre for Tertiary Teaching Excellence: <http://akoaotearoa.ac.nz/>

### 7. Reflecting on teaching

**Teaching is a professional activity**

Reflection is the act of purposefully thinking about an experience, reviewing and evaluating it, with the aim of improving practice. This has been named as the defining characteristic of professionalism (Schon, described in Atherton, James, 2010).

Teaching is complex, people focussed and non-routine. Learners are never the same year by year or moment by moment. In teaching things happen that you come to mind afterwards – “Was that the best way to have responded to that situation?” This is the beginning of reflection.

**Beginning to reflect on teaching**

After a session (any session, or every session!), think about these questions:

* What went well?
* What could I improve?
* What will I try next time?

Make notes on your session plan, in colour so next time you can use them next time.

**Next steps for reflection**

Many teachers keep a log or journal of their practice. You can do it online in an online portfolio such as Mahara or PebblePad, a blog even, or in hard copy. When you do some teacher training you will be asked to reflect on your teaching as part of the assignment work you will do.

Here are some other questions to prompt reflection:

* What I accomplished was …
* What I enjoyed most was …
* What I learned from the student discussions was …
* What irritated me was …

**Critical incidents**

When you find yourself thinking about something that happened in the hours or days afterwards, this is likely to something that is critical for your development as a teacher.

Use some of the questions above to prompt some writing about this.

**Ask your learners**

Your students have an interesting perspective on your teaching. Ask them for it. If you are trying something new, tell them and ask how it went. Make this part of your regular practice.

**Talk with a colleague**

You will have been assigned a buddy to support your getting started. Talk with them, or another colleague about your work. Conversations are really good ways to reflect on teaching.

Remember: The main idea behind reflection is simply questioning what you are doing and making changes to improve.

### 8. Understanding and responding to difference

**Your students are all different!**

Some will be school-leavers, others will be older learners. Cultural, religious and language backgrounds will differ, as will preferred approaches to learning. Some may have specific needs or disabilities to accommodate in the learning environment.

**What does this mean for teachers?**

It is your responsibility to be aware of differences amongst students, and to incorporate activities that encourage all students to share their views and experiences with dignity and respect.

Such an environment will instil confidence and pride and will allow diversity to be shared and celebrated. Be aware that inappropriate behaviour by either teachers or students may jeopardise this environment.

**How can you increase your awareness of student differences?**

* Ask advice of your more experienced colleagues.
* Ask students what their expectations, opinions, feelings and experiences are.
* Obtain advice or guidelines regarding different groups of International students from your institution’s International office.
* Seek advice from your institution’s Māori and Pasifika advisors.
* Liaise with your student support office to obtain and discuss policy and practice regarding students with special needs.
* Talk to student study skills staff about student learning styles, learning difficulties and coping strategies.
* Talk to your professional development staff – they may be able to address tutor anxieties regarding student diversity.
* Access and read appropriate resources from your library or on the Internet.

**Your students will have different learning preferences**

* Ask your students how they prefer to learn
* Ask frequently how they are doing.
* Treat all students as individuals in an adult learning environment, in charge of their own learning.
* A variety of student-centred activities will maintain the attention and interest of all students
* Draw on the different experiences of all students, and use this in class.

**Some of your students may not have English as their first language**

* Use literal and unambiguous language and explain any New Zealand slang.
* Ask them to tell you if they don’t understand anything (all student will appreciate this)
* Encourage everyone in class to use students’ preferred first names.
* Learn to pronounce everyone’s name correctly.
* Speak clearly and provide clear notes and instructions.
* Provide students with a glossary of new or technical terms.
* Check with students that the meaning of words is clear.
* Incorporate language learning for all students.

**Many of your students come from different cultural backgrounds**

* Acknowledge the Treaty-based relationship between Māori and Pakeha.
* Use common Māori words where appropriate.
* Be aware of the differences between collective and individualist cultures and use the strengths of each culture when considering your approach to learning activities.
* Use explanations, discussions, questions and answers to cater for cultures with strong oral traditions.
* Respect diverse cultural and religious beliefs and do not portray your own as superior.

**Some students may have specific needs**

* Check that students have easy access to classrooms and that they are comfortable.
* Ensure that the classroom environment is conducive to learning.
* In some cases you may need to adjust your assessment strategies.
* Some students may need access to more resources or equipment, e.g. extra notes, tutorials, reader-writers.

### 9. Being professional

**Institutional guidelines for professional practice**

Find the [WelTec Code of Professional Practice](file:///\\Weltec.internal\data\Staff\Applications\Business%20Policy%20Manual\Business%20Policy%20Manual%20Version%202\9%20HR%20Management\9.12%20Code%20of%20Professional%20Practice%202004.doc) by Ctrl-clicking this link (WelTec computers only)

This document contains guidelines for your practice as an Academic Staff Member. Find the document and read it.

**What does this mean for teachers?**

As a facilitator of learning, it is your responsibility to create learning situations and activities that allow all students to feel comfortable, safe, valued and respected, and where they may share their views and experiences.

Teachers should role-model and project credibility and integrity in their professional practice. Students will recognise this if you:

* show enthusiasm for your subject
* show an interest in your students
* quickly learn their preferred names
* are punctual - better still, be early
* prepare thoroughly for the class
* agree on class rules or create a contract
* clarify expectations
* explain course outlines and assessments
* are firm, but flexible within reason
* share personal stories to encourage and motivate students.

**How can adult learning principles help?**

Adults learners like to:

* know why they need to learn something
* link new learning to things they already know
* direct and control their own learning
* share their wealth of experience and teachers should build on this
* have their learning be relevant in their daily lives
* learn something new if they can use it to solve a problem or perform a task.

Following these principles helps you to

* create a safe environment
* encourage full participation
* facilitate student-centred learning activities
* provide authentic contexts
* develop effective working relationships with your learners.

**The Inviting Teacher**

An inviting teacher will use the basics of invitational education in their interactions with students:

* Optimism – people have untapped potential waiting to be discovered.
* Trust – teachers and students are interdependent and need to trust each other.
* Respect – teachers and students should share responsibilities based on mutual respect.
* Care – teachers should show care for students through warmth, empathy, genuine enquiry and positive feedback.
* Intentionality – good teachers choose to be goal-directed with good planning.

**Other behaviour**

* use humour when it suits the situation, but be careful not to cause offence
* avoid and discourage sexist, racist or ageist remarks
* be aware of, and act appropriately towards, students of other cultures and religious beliefs, e.g. in some cultures it may be offensive for a teacher to sit on a table
* know where to draw the line socially with students – avoid situations that could compromise your integrity or the reputation of your institution
* think about your body language and gestures used during class – are they appropriate?
* dress suitably – what message does your attire convey to students?
* when it comes to assessments, be clear with instructions and consistent with deadlines, extensions and marking criteria
* reward good student performance with incentives appropriate for your students e.g. comprehensive comments, fun sweet rewards like chocolate fish
* be positive about your institution.

**Plagiarism and Copyright**

* Adhere to copyright requirements to avoid plagiarism. Encourage students to do the same and explain why this is good practice.

### 10. Embedding literacy and numeracy

**What does ‘embedding literacy and numeracy’ mean?**

When we embed Literacy and Numeracy (LN) it means that we make teaching literacy and numeracy a part of teaching vocational and other skills e.g. developing reading skills at the same time as teaching hospitality skills and knowledge.

**What is literacy?**

Literacy includes the reading, writing, listening and speaking skills that people use in everyday life and work.

**What is numeracy?**

Numeracy includes the mathematical and financial knowledge and skills that people need to apply to function in everyday home life, work and community.

**Why is LN important?**

We use literacy and numeracy skills in all aspects of our everyday lives – at home, work and in the community. The skills of speaking, listening, reading, writing and numeracy are needed for all jobs at all levels.

**What do I need to do?**

**1. Identify the literacy and numeracy demands**

Start by identifying the specific literacy and numeracy demands of your course:

* What language or terminology will the students need to know and understand?
* What specific reading, writing, speaking, listening and numeracy tasks are required and what are the key skills needed to complete them?

**2. Include specific literacy and numeracy teaching strategies**

Incorporate specific teaching strategies appropriate to each task, to encourage understanding by your students, for example:

**Listening tasks**

* Preview lectures/talks by providing an overview of the content, the structure of the talk and the key points that will be presented.

**Reading tasks**

* Identify and explain any difficult vocabulary or new terminology in texts. Use key terminology in activities such as word-matching, inserting missing keyword (cloze) etc. before students read a text.

**Speaking tasks**

* Build in time for students to practice in pairs and small groups before presenting in front of whole class.

**Writing tasks**

* Summarise the key points to be included and provide a template for your students to fill in.
* Numeracy tasks
* Identify the particular numeracy concept and use games and activities that explain and reinforce the concept before using it in context.

**3. Have literacy and numeracy support materials available**

Ensure literacy and numeracy support materials appropriate for your course are available and your students know how to use them e.g.

* glossaries of key terms related to the subject
* writing templates and scaffolds for practice of key writing tasks
* models of correctly completed writing tasks
* worksheets to enable practice and reinforcement of key reading, spelling, writing and numeracy components of the course
* flash cards, word searches, word-matching, cloze to help learners recognise, read and understand key terminology
* copies of course instructions, notes, handouts
* summaries of, or guides to, key course texts
* summaries of the main points of lectures or talks
* calculators
* conversion charts for place value, percentages, fractions

**4. Vary your teaching methods and learning activities**

Use a variety of teaching methods including e-learning and blended delivery and activities to address a range of learning styles. Rather than relying on written texts, listening and taking notes, you could include practical activities such as surveys, demonstrations, projects, panel discussions or debates, field trips or multi-media.

Literacy and Numeracy for Adults: http://literacyandnumeracyforadults.com

# 5. Support resources

For any learners at WelTec (including students and tutors), resources are available from Level 2 of the Tower Block in the Learning Commons area. Staff from all these service areas work together to ensure access is as seamless as possible for the student.

### Library and customer service teams

Staff here can assist with basic IT issues (eg. log-on to computers, registering for wireless access) or with online databases as well as issuing books, magazines, DVDs or lending laptops. Contact them through the website or by visiting the information desk. Phone 0800 Weltec.

### Ability Resource Services

Staff here provide assistance to students with physical impairments, mental health issues or learning difficulties and can offer advice to tutors. Support for sitting exams may also be arranged.

### Academic learning support

At no extra cost to enrolled students, assistance with study skills, time management, note-taking, essay writing, APA referencing, computing skills, CV writing and exam preparation may be given.

Appointments can be made for this service by phoning 0800 Weltec via the main Learning Commons desk or by phoning individual academic support tutors. Sessions are generally for one hour one-to-one with a tutor or in groups.

Staff here also advise vocational tutors on literacy and numeracy issues for individual students or may be asked to deliver sessions on digital literacy, essay writing, maths or research aspects.

### Personal Education Plan (Pep)

This is a key part of the enrolment process and provides guidance to new students on career goals, programme choice, study goals, literacy and numeracy levels as well as strategies for success. This process involves an interview with written and online exercises to gain information on numeracy, literacy, writing, speaking/listening skills, personal situation and motivation to succeed. This informs the tutors teaching practice and gives guidance for study planning for the student.

### Student Mentors

Staff here ensure success especially among younger students possibly struggling to succeed in the adult tertiary environment. Their concerns are with attendance, behavior, financial security and general pastoral support.

### Career advice

Students who are not sure of their choice of career or study programme may seek guidance from the career advisor by leaving contact details at the Learning Commons desk or phoning 0800 Weltec.

Here is the link to a comprehensive list of support staff at WelTec: [support staff](http://staffintranet/AcademicRecordsandAdministration/SitePages/Programme%20Chart%20with%20Staff%20names%20for%20SET,%20ARAU,%20BAs.aspx)

# 6. Glossary

Here is a list of terms and acronyms you might not be familiar with. Add to this list as you come across new ones. WelTec has a “Quality Management System Glossary” that you will find (if you are reading this document on a WelTec staff computer) by pressing Ctrl and clicking [here](file:///\\Weltec.internal\data\Staff\Applications\Business%20Policy%20Manual\Business%20Policy%20Manual%20Version%202\WelTec%20Whitireia%20Glossary.docx).

|  |  |
| --- | --- |
| Active learning | Learning driven primarily by the learner, with the instructor acting as a facilitator.[[1]](#footnote-1) |
| Assessment | The process for collecting and evaluating evidence to establish the level of a student’s performance (knowledge, competencies, skills, attitudes) – may be written, oral or practical and achievement-based (graded) or competency-based.  Assessment may be-  Diagnostic (to find out where students are at, to shape teaching)  Formative (to encourage students to experiment and to shape learning)  Summative (to formally establish whether a student has met the standard). |
| Brainstorm (teaching and learning activity) | Teaching activity that gathers ideas without rank or analysis. Encourage creativity in ideas, and discourage any comment or analysis. Next step is to analyse and sort the ideas. |
| Case Studies (teaching and learning activity) | Teaching activity that allow students to apply learnt theoretical knowledge and practical problem solving skills to ‘real world’ scenarios; to work independently through guided research, and to produce solutions which may be applied to a range of broadly-defined problems. |
| CDU | Capability Development Unit at WelTec. Part of Human Resources with responsibility for development of the staff both individually and in teams, and publisher of this manual. |
| Competency | A description of a level of skill or knowledge in some subject, field or skill. |
| Credit | (noun) A measure of student effort required to complete a course or Unit Standard. One credit is equivalent to 10 hours of student effort (scheduled class contact, assessment time, work experience or internships, other directed time and independent/self-directed study).  (verb) A term used when someone is awarded completion of a Unit Standard or course – the student is ‘credited’ with the completion. |
| DTLT | Diploma in Tertiary Learning and Teaching. This is WelTec’s preferred teacher training programme. It belongs to CPIT (Christchurch Polytechnic Institute of Technology) and is run by five ITPs (CPIT, WelTec, NMIT, EIT, WITT). |
| E-learning | The use of a variety of information and communications technology (ICT) to enhance and/or support learning usually via a learning management system to assist student’s access and teaching management of their learning. |
| Embedding | To incorporate something into something else so it becomes part of the whole. As in “embedding language, literacy and numeracy (LLN)”, so the teaching of literacy and numeracy is integrated with the design for learning. This glossary is an example of such embedding of LLN into this document. |
| EPI | Education Performance Indicator. A measurement of performance shown to external stakeholders (egTEC) on which funding for WelTec is calculated. |
| Evaluation | Used in two ways in NZ education:  1. A process of gathering information about students’ experience of a course or session, which may be conducted by the teacher of by the organisation;  2. A process by which a teacher monitors how well their students are learning, usually by observing and listening to them, also by asking them. This is informal, for the purpose of focussing teaching, distinct from *assessment.*  In the United States and other countries, evaluation is used interchangeably with *assessment.* |
| Feed forward | Part of Hattie’s model of feedback that invites us to reflect on one event or experience and use it to plan for the next steps |
| Feedback | Communication that links the effect of an action with the preparation for it. Hattie has said “The most simple prescription for improving education must be ‘dollops of feedback’” (1992).” Feedback can be from teacher to learner, from learner to teacher, learner to learner and teacher to teacher. All forms are valuable |
| Graduate profile | A statement in programme documents that describes the attributes of someone who graduates with the qualification. Useful to refer to in planning for learning and teaching. |
| Group activities (teaching and learning activities) | Students learning in teams. Students develop skills of working with others, in common with most employment. Group work allows students to tackle projects too large for an individual student to accomplish, and to gain experience with large project management. |
| ITP | Institute of Technology/Polytechnic. Describes the sector of the tertiary education system to which WelTec belongs. WelTec is an ITP. It is also a TEO. See if you can find out what that means! |
| Learning | Changes in an individual's thinking, behaviour or attitudes that have resulted from experiences. |
| Learning intention | Like a learning outcome, but written by the teacher to focus the learning in a session or topic. |
| Learning outcome | A statement of what a learner is expected to know, understand and/or do as a result of a learning experience. Should be clearly linked to assessment as an indication of the evidence required to demonstrate that the required learning has taken place. [[2]](#footnote-2) |
| Lecture/teaching session (teaching and learning activity) | A learning environment characterised by the teacher presenting pre prepared materials to the class. Well designed lectures and teaching sessions ensure that the students are as active as possible. |
| Lesson plan/ Session plan | A written plan that contains details of the class, learning intentions and activities that form the design for learning. Lesson plans are important to record what happened in a session, to enable improvement for next time. |
| Level (NZQF) | The level of a course or qualification award as defined by the National Zealand Qualifications Authority; ten levels listed on the New Zealand Qualifications Framework, level one being entry level (equivalent to Year 11 at secondary school). See NZQF Level Descriptors at <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/understand-nz-quals/> |
| Literacy | The ability to read and use written information and to write in a range of contexts. Literacy involves the integration of speaking, listening and critical thinking with reading and writing. Effective literacy is intrinsically purposeful, flexible and dynamic and continues to develop throughout an individual’s lifetime.[[3]](#footnote-3) |
| Mindmapping (learning activity) | A proves of sorting or generating ideas with a full group or in small groups. Good for starting off, making sense, and reviewing. Brainstorming can be documented in a mindmap. |
| Moderation | The process of confirming that assessment activities are fair, valid and consistently applied both internally and externally across a number of assessors or assessing institutions; refer to internal and external moderation. |
| NZQA | New Zealand Qualifications Authority, the Government agency that accredits teaching programmes, ensures they are of good quality, manages the NZQF (NZ Qualifications Framework), amongst many other things. |
| Problem solving (teaching and learning activity) | A strategy for presenting authentic, real world situations, and providing resources and guidance to learners to work through the problem. |
| Quality Management System | The policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced, e.g. programme committees, academic standards committees, or academic boards within institutes |
| Scaffolding learning (teaching strategy) | Support offered by teachers characterised by explicit teaching of skills and knowledge to assist students to achieve learning outcomes. In other words, making easy steps that learners can follow, by providing support while encouraging them to explore for themselves. |
| Self-directed learning (teaching and learning activity) | Complements interactive sessions and provides opportunities for students to take responsibility for their own learning through class, project and assignment work in their own time either individually or with others. |
| Seminar presentations (teaching and learning activity) | Provide an opportunity for students to prepare material, present it to their peers and or others, and defend their arguments. This gives them practice not only in preparing material but also in presenting it to colleagues, thus increasing their confidence in their ability to present material verbally in a formal setting. |
| TEC | Tertiary Education Commission; the Government funding agency for tertiary education. |
| Web Technologies | Enable participants to experience a range of web technology options and apply relevant practices to course work. Web 2.0 technologies are commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centred design, and collaboration on the World Wide Web |

# 7. Reference list

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# 1-2. Teacher Induction Criteria

You will record your progress though Academic Staff Induction. This is now done through the online Moodle site called [***Academic Induction module for new tutors***](https://moodle.weltec.ac.nz/course/view.php?id=6277)

|  |
| --- |
| If you are new to teaching, here is some information that will help you make sense of some fundamental principles related to good teaching practice.  Education courses are defined by a set of criteria –  Learning outcomes, which guide teaching, student learning, and how learning is assessed.  Assessment activities, which are designed so that student work will produce any of a range of things (‘products’) that form evidence that they have met the learning outcomes.  This idea – that learning outcomes, teaching activity, and assessment is aligned – is called constructive alignment and it a useful way to begin to think about teaching and learning.  See Wikipedia, 2012 for a brief overview, or Biggs, J & Tang, C, 2011. |
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### Observation of Colleague Teaching Record form

**Simple Teaching Observation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Observer name |  | School |  | | |
| Programme name |  | Course title |  | | |
| Session type (lab/workshop, lecture etc.) |  | Level |  | Credit value |  |
| Observee Name |  | Date |  | Time |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Students | | | | | | | | |
| Numbers | Female |  | Male |  | Domestic |  | Inter- national |  |
| Age range |  | | | | Cultural mix |  | | |

|  |  |
| --- | --- |
| **Criterion** | **Evidence Observed** Note the kinds of things the tutor is doing that match the criteria |
| 1. The teacher shows evidence of having prepared adequately for the session.    eg lesson plan, class outline on the board, objectives or goals for the lesson outlined |  |
| 2. The teacher builds on learners’ prior knowledge and experience  eg finds out what the students already know, asks for experience. |  |
| 3. The teacher establishes learning relationships with and between learners.  eg asks questions, acknowledges responses, knows the students’ names, links to students’ experiences |  |
| 4. The learners were active in the session – they were doing something with the content  eg working in pairs, working in groups, brainstorming, discussing, presenting findings, creating a task, working on a scenario |  |
| 5. Activities supported ‘making sense’ of the learning  eg the learners have time to think about new content, start to apply what they are learning to a task, use new content in a task |  |
| 6. Literacy and numeracy embedded in the session  eg specialist vocabulary is visually available and explained, learners are guided through a reading, learners given tasks using new vocabulary and/or numeric concepts |  |

List two things the class did in this observed session that you think you could adapt to your own course:



|  |
| --- |
| **Any other comments and suggestions** |

### 4. Teaching Observation Record form

Usually after a period of time and when you have done a couple of observations on peers, someone from the Capability team will organise to come and observe one of your sessions.

It is good to watch others teaching, and even better for an expert to watch you teaching. The form for this is pretty much the same as for the previous observation. Remember that this is a *formative* process, about helping you to be better; rather than a *summative* one to decide whether you are good enough.

Instructions*.*

1. Arrange with your CDU member to observe you in your teaching. This can be any type of teaching – classroom session, lab, practical, lecture.
2. Meet with the observer before the observed session, and show them your plan and a course descriptor.
3. Introduce them to your students when they arrive, and say why the observer is there.
4. Your observer will observe for about an hour.
5. Following the observation, meet with your observer for feedback and discussion against the criteria.

1. From http://www.studynow.co.nz/Glossary/A-2.html?page=1 [↑](#footnote-ref-1)
2. From http://www.swan.ac.uk/registry/a-zguide/m/newmodulesandamendingexistingones/guidancenotesonwritinglearningoutcomes/ [↑](#footnote-ref-2)
3. From http://www.studynow.co.nz/Glossary/L.html?page=1 [↑](#footnote-ref-3)