

UC Learning and Teaching Framework

2022 – 2027



UC will offer education that is “Accessible, Flexible, and Future-Focused” enabling ‘Thriving Students’

Vision for Learning and Teaching at UC

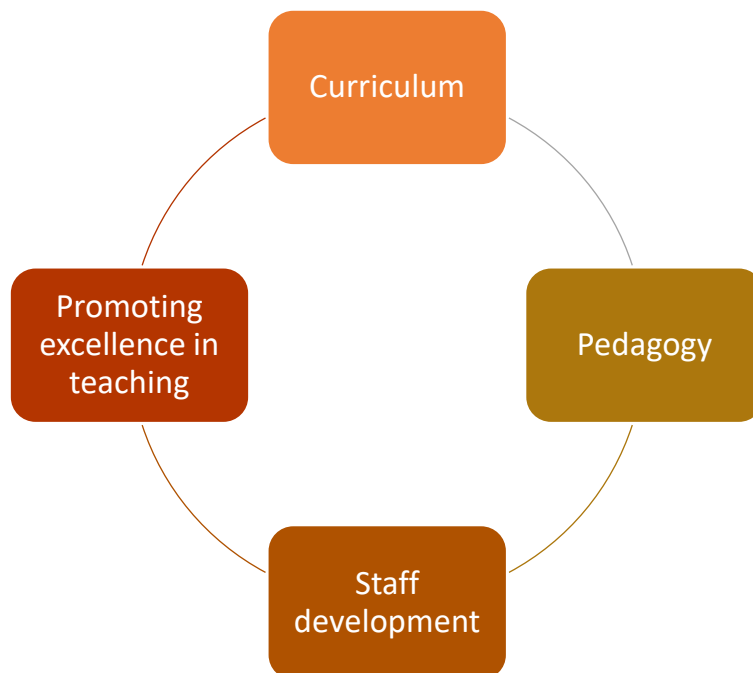
To provide excellent teaching and learning experiences for all ākonga that are:

- responsive to our Te Tiriti o Waitangi partnership with mana whenua, and to the aspirations of underserved communities (kia tika, kia pono, kia aroha).
- mutually supportive and foster a sense of belonging at UC for our increasingly diverse student community (whanaungatanga),
- constructive, respectful and affirming of the cultural identity of all students (manaakitanga)
- innovative, future-focused and academically challenging (tiakitanga).

Framework

This framework seeks to align teaching and learning goals with the aspirations of the UC Strategy 2020-2030.

The aims are categorised under four key areas. No one area is more important than another. It is expected that Faculty Learning and Teaching Plans will align with some, or all of the aims listed below, These plans will be faculty led. The UC Learning and Teaching Committee and the relevant professional staff will support faculty to deliver them.



Curriculum

Objective: Deliver curricula that prepare students to be enquiring and enables them to create and contribute knowledge for a better society

	Aims	Tactics
C1	Ensuring curricula embed and sustain bicultural perspectives, knowledges and research	Incorporate and grow different cultural perspectives on research and knowledge (Vision Maturanga, Pacific academic development activities)
		Further promote and embed cultural competence in programmes (increase resources available)
		Encourage content that is culturally sustaining and promotes critical thinking
C2	Ensuring curricula in all courses are research informed, in line with graduate outcomes and attributes, and relevant/current/future focussed for students	Review UC graduate attributes in line with UC strategy and TEC strategy
C3	Identifying and developing courses and programmes that foster interdisciplinarity and multidisciplinary across faculties	Ongoing: digital Screen campus, Criminal Justice, Environmental Studies; Opportunities: Pacific programmes
C4	Developing and implementing curricula content and pedagogy that reduce equity gaps for underserved student communities	
C5	Developing and implementing curricula content and pedagogy which support students to be enquiring learners	Interactive classes and assessment activities, authentic teaching activities, scaffolded learning
C6	Working/liasing with community groups, e.g., iwi, Pacific communities, business, industry, to design curricula for courses and programmes.	Work integrated learning, Develop a suite of online offerings via UC Online
C7	Designing curricula to enhance student transition into university study and support student success	Catapult courses, PALS
		Developing blended offering (Taipapaki)
C8	Valuing and promoting curricula and teaching expertise of staff, and those who are dedicated to implementing the aims of the Learning and Teaching Framework	Teaching awards
C9	Updating curricula in line with blended learning needs	UC LTC working group on engagement/blended

Pedagogy

Objective: Provide a learning environment that uses effective pedagogies, facilities, and learning technologies, to support the needs of each generation of learners and employers

	Aims	Tactics
P1	Learner-centred teaching that is culturally sustaining, and grounded in Te Tiriti o Waitangi and the bicultural nature of Aotearoa New Zealand	Promote and embed culturally sustaining practices, competence and confidence in all programmes
		Increase bicultural/culturally inclusive content in physical and online learning environments
		Increase access to learning for underserved or strategic interest groups
		Adopt Universal Design for Learning (UDL) guidelines in course design to remove barriers to engagement with course content
P2	Teaching practice that encourages critical thought and freedom of expression, maximises student engagement, is innovative, and is flexible in time, places and spaces, and methods and technologies.	Academic development tied to effective use of new learning spaces (Rehua, Rutherford, Beatrice Tinsley) and technologies is available (see staff development section below)
		Promote research and innovations in good teaching practice (including delivery of both in-person and flexible learning) and culturally responsive and sustaining pedagogy with an aim to distribute findings with teaching colleagues and the wider academic community
		Increase opportunities for active and collaborative learning during synchronous teaching sessions
		Increase the uptake of pedagogically-based learning technologies
		Create opportunities to scaffold student learning in face-to-face, blended and online contexts
		Support for students to be effective learners in different environments (in particular how to be a good online learner, and make good use of the resources)
		Remaining informed about practice/pedagogy generally and align with compulsory education sector
P3	Ako activities leading to authentic assessment that is culturally appropriate and reflects learning outcomes (grad, programme and course attributes) to ensure learning is relevant for learners, employers, and communities. (align with assessment working group)	Outcomes from the LTC working group on Assessment Design
		Develop resources that can support innovative assessment initiatives that respond to current and future needs of work and society
		Increase opportunities for learners to engage in assessments that encourage critical thinking and support the graduate profile (bicultural competence and confidence, global understanding, community engagement, employability and innovative thinking)

Staff Development

Objective: Ensure high quality teaching and teaching practices that maximise student learning through development activities

	Aims	Tactics
S1	Increase the number of opportunities for, and staff uptake of, professional development offerings in teaching and learning for face-to-face, blended, and online learning environments for diverse student populations	Professional development supporting student engagement
		Professional development supporting valid, authentic assessment
		Taipapaki, Aropapaki, teaching development workshops
		Grow staff participation in higher education Ako development activities
S2	Increase the number of opportunities for, and staff uptake of, professional learning (development) in bicultural competence and confidence	Tangata Tū Tangata Ora, through the kaiārahi
S3	Increase the number of opportunities for, and staff uptake of, professional learning (development) in teaching our increasingly diverse student community	Pasifika Talanoa PD and Rainbow awareness training, also through Pacific Academic Lead
S4	Promote engagement with international recognition of good tertiary teaching practices such as AdvanceHE	
S5	Develop and implement a structured integrated academic induction for new teaching staff	
S6	Promote use and dissemination of, engagement in, and publication of innovations and discipline-based higher education (action) research to inform teaching and learning	Continue DLTP - Targeted teaching development grants for collaborative teaching groups to create interdisciplinary project/assessments
S7	Develop and curate a research-informed repository of good teaching and learning practices and innovations, including kaupapa Māori approaches	
S8	Develop and promote resources and guidelines for peer development of teaching	Accredited peer reviewers of teaching within faculty, UC-wide peer development of teaching process (TBC)
S9	Promote uptake of the Postgraduate Certificate in Tertiary Teaching	

Promoting Excellence in Teaching

Objective: Create a culture/environment that nurtures and promotes teaching and learning innovation

	Aims	Tactics
E1	Use the promotion process to reward teaching staff who effectively engage in continued professional learning development in teaching and learning	Minimum amount of professional development activities required for promotion
E2	Promote the teaching aspects of university rankings, and promote and reward excellence in teaching	Increase emphasis on equity, retention, and completion
E3	Develop faculty processes to monitor teaching quality	Teaching quality reports for Associate Dean Academic
E4	Ensure PD&R is taking place and use conversations to identify development needs and provide resources for timely development	New PDR documentation, guidance for HODs, PDR platform for tracking progress (People and Culture pilot project underway)
E5	Establish appropriate record keeping for PD&R and teaching development engagements	Digital badging
E6	Ensure appropriate resources are made available for staff to comply with the Pastoral Code	
E7	Foster belonging for Māori and Pacific staff	Support new Māori and Pacific staff during the induction process; Ongoing support for Māori and Pacific staff to reach short- and long-term goals (PD&R & promotion process); Developing culturally inclusive workplaces and practices that value cultural competence
E8	Increase the number of Māori and Pacific academic staff	Current faculty targets
E9	Realistically account for teaching time in the workload models	

Appendix

Ngā Uara | Our Values

<https://www.canterbury.ac.nz/about/values/>



WHANAUNGATANGA

He mana tō te tangata
We value people and their differences

- Trust
- Respect
- Relationships
- Integrity
- Utu – reciprocity
- Community
- Partnership
- Collaboration
- Connection
- Unity
- Inclusiveness



TIAKITANGA

He kaitiaki tātou katoa
We will enhance and nurture our resources

- Caring
- Protect
- Mana-enhancing, kindness
- Integrity
- Utu – reciprocity
- Responsibility
- Service
- Guardianship
- Sustainability



MANAAKITANGA

Kia aroha ki te tangata
We extend care and empower others

- Trust
- Respect
- Utu – reciprocity
- Integrity
- Inclusiveness
- Kindness, mana-enhancing
- Empowering others
- Courage
- Adaptability
- Caring
- Responsibility