

# LEARNING AND TEACHING STRATEGY

TE RAUTAKI MARUAKO 2017–2021

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VICTORIA UNIVERSITY OF WELLINGTON





# FOREWORD

Victoria University of Wellington is committed to becoming a world-leading capital city university and one of the great global-civic universities. This vision builds on Victoria's unique advantages resulting from our rich past—a proud tradition of being a leading university that was established by people with great foresight, our track record in attracting leading teachers and researchers and our proven ability to produce graduates who are at the fore of building the social and economic fabric of contemporary New Zealand. We also have endowments of place. Our location in New Zealand's capital city affords us strong and unique links with government departments and agencies, business, iwi, the judiciary, research institutions, cultural and environmental organisations and the diplomatic community. We have privileged access to the nation's archived heritage, its cultural taonga. We are a civic university and we are an engaged university.

Our Strategic Plan is founded on values and commitments. These include values that we draw from the constitutional fabric of Aotearoa New Zealand, and from te Tiriti o Waitangi in particular—rangatiratanga (leadership), manaakitanga (the generous fostering of knowledge), kaitiakitanga (responsibility for and guardianship of knowledge) whai matauranga (intellectual curiosity), whanaungatanga (collaboration and collectiveness) and akoranga (collective responsibility for learning).

This foundation supports a number of primary strategies and in the context of this document—Learning and Teaching Strategy / Te Rautaki Maruako—all are relevant, but one is central. That is Primary Strategy 3, which commits the University to providing a holistic learning, teaching and student experience that is second to none.

Te Rautaki Maruako is about how we intend delivering on that strategy and frames our principles and intentions through the lens of the values that I have referred to above. It is an ambitious strategy and one that is grounded in the endowments I referred to earlier. Victoria is distinctive and different because of endowments of past and place. This strategy is evidence of our commitment to working in partnership with students to create and maintain an inclusive learning and teaching environment characterised by quality, by relevance and by engagement with the communities in which we are situated and which we seek, across all our disciplines, to serve.



**Wendy Larner**  
Provost



# PURPOSE OF THE STRATEGY

Victoria University of Wellington strives to provide a holistic learning, teaching and student experience that is second to none (Primary Strategy 3, Victoria University of Wellington Strategic Plan)<sup>1</sup>. The Learning and Teaching Strategy / Te Rautaki Maruako 2017–2021 (LTS)<sup>\*</sup> provides direction and guidance for the entire university (academic and professional staff, students and senior leadership) and signals Victoria’s commitment to working in partnership with students to create and maintain an effective, inclusive learning and teaching environment. It signals a commitment to quality in design, delivery and outcomes.

The LTS is unreservedly ambitious, but is grounded in the existing endowments of place and people that Victoria brings to learning and teaching, and a sense of what is possible over the life of this new strategy.

It is positioned to capture and advance Victoria’s distinctiveness. It recognises the challenges and opportunities presented by the evolution of pedagogically informed digital platforms that will be applicable across a range of delivery modes, an increased focus on inter- and multi-disciplinarity and experiential learning through engagement with the communities in which the University is situated.

The LTS is founded on principles of research-informed learning and teaching: discipline-specific research contributes to learning and teaching that is highly relevant to the discipline today; research into learning and teaching provides effective means of inspiring and motivating contemporary students; students actively engaged in research establish themselves as collaborative, inquisitive, capable, confident and autonomous learners.

The LTS informs, and is informed by, a number of other plans and strategies, including the Equity and Diversity Strategy, the Student Experience Strategy, Mai i te Iho Ki te Pae / Māori Strategic Outcomes Framework and the Pasifika Students’ Success Plan.

The LTS was developed by Victoria’s Learning and Teaching Committee / Te Maruako (LTC)<sup>†</sup>, which has oversight for the implementation of this strategy. The LTC identified the key ideas within the current Strategic Plan<sup>2</sup> that are associated with good practice learning and teaching at Victoria. The ideas were then organised within the framework of Victoria’s values that was provided in the Values and Commitments<sup>3</sup> section of the Strategic Plan.

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\* Learning and Teaching Strategy / Te Rautaki Maruako: The word ‘rautaki’ means ‘strategy’, so this name for the Learning and Teaching Strategy builds on the same meanings behind the committee name, but within the format of the strategy.

† Learning and Teaching Committee / Te Maruako: In Māori, the Vice-Provost positions all contain the word ‘maru’. Using this word acknowledges that the Learning and Teaching Committee is chaired by the Vice-Provost (Academic and Equity) and denotes the high standing of the Committee. It also invokes the potential power and authority (which is one of the meanings of ‘maru’) of the Committee, while also referencing its role to protect and safeguard (other meanings of the word ‘maru’) learning and teaching at Victoria. ‘Ako’ relates to both learning and teaching. By joining these two words, the name reflects the Committee’s role in guiding, leading and protecting learning and teaching at Victoria.



# PRINCIPLES OF THE STRATEGY

The following six values<sup>4</sup>, which were formalised in the Strategic Plan, should inform all learning and teaching decisions at Victoria: *akoranga*, *whanaungatanga*, *whai mātauranga*, *kaitiakitanga*, *manaakitanga* and *rangatiratanga*. While the adoption of these values is justified as one aspect of the University's commitment to the Treaty of Waitangi, the primary justification is that these values—more so than any others—speak to issues of learning and teaching and a distinctive Victoria University approach.

Victoria will know it has created a learning and teaching environment that models these six values if its students demonstrate academic integrity and are:

- lifelong learners (relates to *akoranga*)
- collaborative learners (relates to *whanaungatanga*)
- inquiring learners (relates to *whai mātauranga*)
- capable learners (relates to *kaitiakitanga*)
- confident learners (relates to *manaakitanga*)
- autonomous learners (relates to *rangatiratanga*).

These six equally weighted values<sup>5</sup> and their related goals and actions, have been aligned with key aspects of Victoria's Strategic Plan, Victoria's Graduate Profile<sup>6</sup> and Victoria Values<sup>7</sup> documents. The result of this synthesis is set out overleaf.

This Strategy should be read alongside the accompanying Implementation Plan. The Implementation Plan is designed to operationalise the Learning and Teaching Strategy, identify clear and specific measures<sup>8</sup> for the university community and provide a mechanism for reporting on its progress. In this way, the Learning and Teaching Strategy will have completed a full cycle.

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## VALUE 1: AKORANGA

Akoranga is a Māori term with meanings that include teaching and place of learning. It is derived from the root word ako, which means both to teach and to learn, and recognises the reciprocal relationship of both processes. In Victoria's learning and teaching context, the University defines akoranga as a collective responsibility for learning<sup>9</sup> and enacts it through including students in the design, development and evaluation of learning and teaching, and by learning how to learn and teach from each other. We see the process of akoranga as key to developing lifelong learners<sup>10</sup>.

Akoranga goals at Victoria include:

- 1.1 Explicitly teaching students how to learn and how to communicate complex ideas effectively<sup>11</sup> within courses, and supporting them to develop skills for university study.
- 1.2 Ensuring the successful implementation, by faculties, of pedagogically informed technology in learning and teaching that reflects their distinctive identities, pedagogies, students and services<sup>12</sup>.
- 1.3 Enhancing opportunities for students and staff to respectfully give and receive constructive feedback about their teaching and learning experiences at Victoria.
- 1.4 Designing and delivering empowering and relevant assessment as an integral part of courses and programmes that involve and meet the needs of students and other participants, derived through constructive alignment of assessment items and learning objectives.

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## VALUE 2: WHANAUNGATANGA

The Māori term whanaungatanga is based on the root word whānau (extended family). It acknowledges the close relationships and bonds that are formed through collective experiences and provide a sense of belonging. In Victoria's learning and teaching context, whanaungatanga is defined as collaboration<sup>13</sup>. The University draws on whanaungatanga to enhance the academic performance and employability<sup>14</sup> of its students by providing student experiences of teamwork and civic engagement<sup>15</sup>; forging learning connections across university campuses and staff and by ensuring students are exposed to learning from their peers, academics, industry professionals and local and global communities. This demonstrates international perspectives<sup>16</sup>. Victoria sees the process of whanaungatanga as key to developing collaborative learners<sup>17</sup>.

Whanaungatanga goals at Victoria include:

- 2.1 Providing the opportunity for students to learn through their relationships by way of civic engagement and experiential learning, such as via internships, Summer Research Scholarships, placements, collaborative student learning activities and work, peer learning and problem- and project-based learning.
- 2.2 Developing a whole-of-university framework for civic engagement and experiential learning as an integral part of all undergraduate programmes and other programmes as appropriate.
- 2.3 Developing a suite of minors that promote interdisciplinary learning and teaching<sup>18</sup>.
- 2.4 Using innovative, accessible pedagogically informed digital technologies to complement face-to-face learning and teaching<sup>19</sup>.

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## VALUE 3: WHAI MĀTAURANGA

The Māori term whai mātauranga is comprised of two words—whai, meaning to pursue, search or aim at, and mātauranga, meaning knowledge, wisdom and understanding. Together, they express a commitment to exploring ideas to create new, and better understand old, knowledge. In Victoria's learning and teaching context, it is defined as intellectual curiosity<sup>20</sup> and enacted when the University engages in research-led teaching<sup>21</sup> and is innovative in its teaching. Victoria sees the process of whai mātauranga as key to developing inquiring learners who can engage in creative and critical thinking<sup>22</sup>.

Whai mātauranga goals at Victoria include:

- 3.1 Creating opportunities for undergraduate students to be involved in research.
- 3.2 Resourcing and encouraging the publication of research about learning and teaching by Victoria staff.
- 3.3 Growing and developing the teaching and incorporation of mātauranga Māori across the University.

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## VALUE 4: KAITIAKITANGA

Kaitiakitanga is commonly translated as guardianship. Its root word tiaki means to guard, care for and conserve. The prefix kai indicates 'the person who does the action' and, therefore, the meaning of kaitiaki becomes guardian or trustee. In Victoria's learning and teaching context, kaitiakitanga is defined by the University as its responsibility for, and guardianship of, knowledge<sup>23</sup> and it is enacted through the University's duty of care towards its students. In one sense, this signals the centrality and importance of the student experience to the learning and teaching strategy; but it also means that learning and teaching itself should be challenging, yet supportive. It commits the University to ensuring strong progression of under-represented students. Victoria sees the process of kaitiakitanga as key to the wellbeing of its students and staff, and to developing capable learners<sup>24</sup>.

Kaitiakitanga goals at Victoria include:

- 4.1 Monitoring closely the learning needs and academic performance of priority learner cohorts<sup>25</sup> and implementing effective strategies for improvement.
- 4.2 Evolving existing student and staff wellbeing initiatives to create a universal, holistic and well-resourced programme across the University.
- 4.3 Ensuring all tutors are well supported, well trained for the Victoria and disciplinary learning environment and appropriately remunerated.

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## VALUE 5: MANAAKITANGA

Manaakitanga conveys notions of hospitality based on the compound word manaaki, which means to support and respect. It also encapsulates the root word mana, which translates as reputation, influence and authority. Thus, in Māori tradition, a person could enhance their mana by being generous and sharing with others. In Victoria's learning and teaching context, manaakitanga is defined as the generous fostering of knowledge<sup>26</sup> and is enacted through its provision of a welcoming, inclusive learning environment. Victoria sees the process of manaakitanga as key to developing confident learners.

Manaakitanga goals at Victoria include:

- 5.1 Ensuring respectful and meaningful contact with every student to actively build rapport with them and create a sense of belonging within the learning and teaching environment. Examples of this include ensuring students are welcomed in every course.
- 5.2 Advancing existing first-year experience initiatives into a cohesive, monitored and well-resourced programme across the University.
- 5.3 Designing and reviewing all courses (online, face-to-face and blended) to ensure they are accessible and able to meet the diverse learning needs of Victoria's students.

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## VALUE 6: RANGATIRATANGA

The core Māori term, rangatiratanga, is based on the root word rangatira, which means to be noble or chiefly. With the added suffix, it alludes to concepts such as sovereignty, autonomy and leadership. In Victoria's learning and teaching context, it can be defined as enabling strong and distinctive educational leadership<sup>27</sup> of, and by, Victoria's students<sup>28</sup>, academic and professional staff and in the University's high-quality and effective learning and teaching practices. It also means that staff and students will set and achieve personal and professional goals for themselves. Victoria sees the process of rangatiratanga as key to developing autonomous learners.

Rangatiratanga goals at Victoria include:

- 6.1 Advancing and resourcing professional development opportunities and promotion systems that encourage and reward leadership in learning and teaching.
- 6.2 Developing an Early Career Academic Development programme.
- 6.3 Attaining and maintaining high levels of academic integrity by staff and students.



# IMPLEMENTATION PLAN 2017–2021

This Implementation Plan should be read in conjunction with the Victoria University of Wellington Learning and Teaching Strategy / Te Rautaki Maruako 2017–2021. It sets out the activities that will be established and monitored in order to meet the values and goals outlined in the Strategy. Each of the actions relates to a specific goal in the Learning and Teaching Strategy. Collaboration and support from services and faculty groups will be crucial to the Strategy and student success.

The Implementation Plan is designed to be inspirational and enabling, principles-based, not prescriptive. Faculties should interpret the Implementation Plan in ways that are most meaningful to their disciplines. The Vice-Provost (Academic and Equity) will have primary responsibility for ensuring that the Implementation Plan is incorporated into all relevant planning and processes. With respect to 'responsibility', specific people, or their delegates, will have oversight for that particular measure being achieved. The responsible parties noted in the following tables are in leadership roles capable of initiating procedural changes central to implementing this Strategy. Academic Programme Reviews are well positioned to evidence the implementation of many of these ongoing goals. The Victoria Academic Committee will have primary responsibility to ensure these goals are embedded in new programmes.

## Key to abbreviations

AD	Associate Dean with primary responsibility for Learning and Teaching	HR	Human Resources
AO	Academic Office	LTC	Learning and Teaching Committee / Te Maruako
APR	Academic Programme Review	LTS	Learning and Teaching Strategy / Te Rautaki Maruako 2017–2021
AVCDF	Assistant Vice-Chancellor (Digital Futures)	PD	Programme Director
CAD	Centre for Academic Development	SAS	Student Academic Services
DVC	Deputy Vice-Chancellor	VPAE	Vice-Provost (Academic and Equity)
HoS	Head of School	VPR	Vice-Provost (Research)

## Value 1: Akoranga

Actions	Responsibility <sup>‡</sup>	Anticipated completion date	Actual completion date
1.1.1 All programmes will demonstrate, through the APR process, that they have mapped their courses to ensure a clear pathway exists to teach students how to learn and how to communicate complex ideas.	AD/HoS		
1.1.2 All programmes will have developed, in response to the Student Experience Improvement Survey, an annual plan that sets out how they are going to work more closely with appropriate student support services.	HoS/Director, SAS		
1.2 All courses and/or assessments are regularly reviewed to reflect ongoing advances in pedagogically informed technology.	AVCDF/HoS/PD		
1.3.1 Every faculty and school will have a learning and teaching committee (or equivalent) that includes a student representative position <sup>29</sup> . Appropriate equity, learning advisory services' staff and other parties capable of making a significant contribution should also be considered.	Dean/AD		
1.3.2 A comprehensive and well-supported programme of peer observation and mentoring of teaching has been established.	HoS/CAD/AD		

<sup>‡</sup> Responsibility involves partnership with relevant student organisations.

## Value 2: Whanaungatanga

Actions	Responsibility	Anticipated completion date	Actual completion date
2.1 All graduates have the opportunity to participate in civic engagement and/or experiential learning.	Provost/VPAE/LTC		
2.2 The Learning and Teaching Committee / Te Maruako has oversight of a whole-of-university framework for civic engagement and/or experiential learning through degree programmes.	Provost/VPAE		
2.3 Establish a coordinated series of new minors, providing opportunities for interdisciplinary learning and teaching.	Provost		
2.4 Increase use of, and digital fluency in, accessible, innovative and pedagogically informed digital technologies for learning and teaching.	AVCDF/CAD		

## Value 3: Whai mātauranga

Actions	Responsibility	Anticipated completion date	Actual completion date
3.1 Increase number of recognised undergraduate student research outcomes and outputs <sup>30</sup> .	Provost		
3.2 Increase publication of research about learning and teaching by staff.	VPR/VPAE/CAD		
3.3 Increase incorporation of mātauranga Māori in courses.	DVC Māori/Dean/HoS/AD		

## Value 4: Kaitiakitanga

Actions	Responsibility	Anticipated completion date	Actual completion date
4.1.1 Continuous improvement in the academic performance of priority learner cohorts <sup>31</sup> , including through the APR process and annual planning processes. (Also refer to the Equity and Diversity Strategy.)	HoS/VPAE/AD/Director, SAS		
4.1.2 Resource and encourage projects that research, identify and implement effective learning and teaching strategies relating to priority learners.	VPAE/VPR		
4.2.1 Consistently achieve high levels of wellbeing while also involving all stakeholders in reflecting on the wellbeing surveys, and identifying and implementing changes as needed (as measured by the annual Student Experience Improvement Survey and relevant staff surveys).	Director, SAS/HoS		
4.2.2 Faculties develop strategies in consultation with existing student support organisations to address student stress, as indicated by data collected by the VPAE.	VPAE/SAS/Dean/AD		
4.3 Establish a centralised monitoring system and a compulsory, coordinated, inclusively focused training programme for all tutors.	CAD/HR/Director, SAS		

## Value 5: Manaakitanga

Actions	Responsibility	Anticipated completion date	Actual completion date
5.1 Increase levels of positive staff–student contact reported in each year of the undergraduate student experience.	VPAE		
5.2 Establish a cohesive, monitored and well-resourced first-year experience programme across all faculties.	VPAE		
5.3 Review all courses systematically and comprehensively, including through the APR process, with a focus on universal design <sup>32</sup> that meets the needs of diverse learners.	HoS/AO/AD		

## Value 6: Rangatiratanga

Actions	Responsibility	Anticipated completion date	Actual completion date
6.1.1 Revise the promotion system so that it draws on a wider range of teaching evidence.	Provost		
6.1.2 Externally acknowledge learning and teaching innovation and excellence at Victoria, via teaching excellence awards and/or teaching- and learning-related research grants and promotion opportunities.	Provost/VPAE		
6.1.3 Schools actively identify and support leadership in learning and teaching.	HoS/AD		
6.2 Develop and implement an Early Career Academic Development programme. All staff encouraged to participate in ongoing professional development opportunities in the areas of teaching and learning.	Provost/VPAE/ CAD		
6.3.1 All courses have a clear and appropriate moderation process in place, which is reported on after each trimester.	VPAE		
6.3.2 Establish and implement an Academic Integrity Strategy that addresses, in a systematic way, prevention, detection and management of academic misconduct and which includes the development of good practice examples of academic integrity education and identification of good assessment practices that minimise opportunities for plagiarism <sup>33</sup> .	VPAE/CAD/ Director, SAS		
6.3.3 Increase awareness and training in managing academic misconduct processes and issues, including the recording of information. All staff understand the system processes relating to the new Academic Misconduct Register and apply those processes appropriately.	VPAE/HoS		
6.3.4 Integrate intellectual integrity and ethics of scholarship modules into relevant courses.	HoS		

# ENDNOTES

- 1 [Victoria University of Wellington Strategic Plan](#) (p. 17)
- 2 [Victoria University of Wellington Strategic Plan](#)
- 3 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 4 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 5 These six values are equally weighted and are numbered simply for ease of reference to the Implementation Strategy.
- 6 Graduate Profile
- 7 Tabled at Academic Board, 19 April 2016
- 8 Including, but not limited to, Tertiary Education Commission performance measures for universities; TEIs on learning and teaching, etc.
- 9 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 10 Relates to Primary Strategy 3, [Victoria University of Wellington Strategic Plan](#)
- 11 Relates to Graduate Profile
- 12 Relates to Action 1, Digital Vision Strategy
- 13 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 14 Relates to Tertiary Education Strategy
- 15 Relates to Victoria Values document, Tabled at Academic Board, 19 April 2016
- 16 Relates to Graduate Profile
- 17 Relates to Graduate Profile
- 18 Relates to Victoria Values document, Tabled at Academic Board, 19 April 2016
- 19 Relates to Goal 1, Digital Vision Strategy
- 20 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 21 Research-led teaching refers to both discipline-related research that informs teaching, and research into teaching within specific disciplines that enhances learning and teaching.
- 22 Relates to Graduate Profile
- 23 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 24 Relates to Primary Strategy 3, [Victoria University of Wellington Strategic Plan](#)
- 25 As identified in Victoria's Equity and Diversity Strategy
- 26 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 27 [Victoria University of Wellington Strategic Plan](#) (p. 11)
- 28 Such as their work as PASS leaders and tuakana/teina for Te Rōpū Āwhina and Te Pūtahi Atawhai
- 29 The responsibilities of this committee will include, but not be limited to, developing a faculty-level learning and teaching policy; advising the Faculty Management Team on strategic directions, priorities and quality assurance processes for learning and teaching; and providing strategic, operational and administrative oversight of learning and teaching processes within the faculty.
- 30 See the *Programme and Course Design Handbook* for a framework for developing research skills in students (p. 29).
- 31 Priority learner cohorts as specified by the Tertiary Education Commission include the following: Māori, Pasifika and students with disabilities.
- 32 Universal design is about planning learning and teaching to meet the diverse and variable needs of all students. Read more about universal design at <http://inclusive.tki.org.nz/guides/universal-design-for-learning>
- 33 As per Recommendation 6 of the Academic Quality Agency Audit 2014





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