

Teacher Capability Development at Unitec: A Case Study

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ABSTRACT

This paper explores the Teacher Capability Development (TCD) project at Unitec, which aims to improve kaiako (teacher) professional development and ākonga (student) outcomes through a competency-based approach, applied practice, and the use of digital credentials (badges). The project was evaluated using the Kirkpatrick model, assessing participants' reactions, learning and behaviour, and organisational performance impact. Initially resistant, participants eventually embraced the project, demonstrating its success in addressing their concerns. Participants' learning was evident in their badge submissions, demonstrating their skills applied in teaching. The project's adaptability was highlighted during the Covid-19 pandemic, when the online environment facilitated the use of technology tools. Badges as digital credentials provided a tangible way to recognise achievements. The evaluation extended to the project's impact on behaviour and organisational performance. Organisational evaluations revealed increased adoption of course changes due to TCD professional development, fostering continuous improvement. Ākonga reported high net promoter scores, indicating improved satisfaction and outcomes.

Implications of the TCD project include designing competency-based projects, integrating applied practice for continuous improvement, leveraging technology for development, and recognising achievements through digital credentials. The findings emphasise the importance of investing in ongoing teacher development to enhance ākonga success.

KEYWORDS

Professional development, applied practice, digital credentials

INTRODUCTION

This paper explores the implementation and evaluation of the Teacher Capability Development (TCD) project at Unitec. The TCD project aimed to enhance kaiako (teacher) professional development and ākonga (student) outcomes through its competency-based approach, applied practice, integration into performance development plans, and the use of digital credentials (badges) to acknowledge achievements. Over four years, the project underwent evaluation using the Kirkpatrick model, which assessed participants' reactions, learning and behaviour, and the impact on organisational performance.

BACKGROUND

In 2017–18, Unitec Institute of Technology reviewed the current kaiako professional development programme. A new project, TCD, resulted from the review. The TCD project's design includes an integrated approach to kaiako professional learning and focuses on academic quality at each point of the programme and course design process. TCD was part of a more extensive body of work to ensure ākonga success. Unitec had developed a Student Success Programme to operate in parallel with the professional development project for kaiako. Student success programmes (SSPs) provide support services for all ākonga (Kahu & Nelson, 2018). The programmes specifically support ākonga who are Māori, Pacific, International, first generation in tertiary study, low income and/or ākonga

with disabilities (Unitec Institute of Technology, 2020). SSPs focus on both academic and personal development of ākonga throughout the learning journey.

TCD was aligned with a range of teaching competencies developed by Unitec (Unitec Institute of Technology, 2019a). The competencies were drawn from a review of current domestic and international standards in higher-education teaching (Unitec Institute of Technology, 2018c), and are as follows (Unitec Institute of Technology, 2019a):

- Create learner-centred environments
- Design for effective learning
- Facilitate learning
- Assess and give feedback on learning
- Review learning and teaching
- Show discipline/industry expertise
- Engage in continuous professional learning about teaching and learning
- Contribute to programme's operation and academic success

See Appendix 1 for a list of digital credentials that are aligned to competencies.

Implemented from 2018, this innovative approach has the following features (Unitec Institute of Technology, 2018c):

1. A competency-based professional development approach that would clearly model best-practice teaching to kaiako.
2. Concepts of applied practice (i.e., kaiako completing professional development in conjunction with their actual teaching practice) and learning-in-work to support a culture of continuous improvement for all kaiako.
3. A flexible approach to professional development that includes recognition of formal and informal learning, comprehensive self-guided online resources, face-to-face support (individual or group) on request, three development modes (supported, independent and evidence only).
4. Adaptation of Pohatu's Mauri Model (Pohatu, 2011) to evaluate and acknowledge the progressive stages of competence development. The model includes three levels: Mauri Oho (Emerging), Mauri Tū (Demonstrating) and Mauri Ora (Modelling).
5. Recognition of achievement using digital credentials (popularly referred to at Unitec as 'badges'), which also facilitate the gathering of evidence of individual competencies. Each badge achieved by a kaiako represents a level of capability, based on evidence provided and validated by a reliable assessment process.
6. Integration into the Performance Development Plan and internal performance partnering process.

TCD is part of Unitec's demonstration of how academic practice supports the New Zealand Qualification Authority's (NZQA) Key Evaluative Questions (New Zealand Qualifications Authority, 2023). The NZQA's evaluative questions refer to the Key Evaluative Questions framework developed by NZQA. These questions serve as a guide for evaluating the quality and effectiveness of educational programmes and institutions in Aotearoa New Zealand. The framework consists of six key questions:

1. What is the educational purpose of the programme or institution?
2. How effectively does the programme or institution achieve its educational purpose?
3. How well does the programme or institution address learner needs?
4. How effective is the teaching, learning, and assessment within the programme or institution?
5. How well does the programme or institution manage its educational performance?
6. How effectively does the programme or institution promote valued outcomes for learners?

These evaluative questions are important because they provide a comprehensive and systematic approach to assess the quality and impact of educational programmes and institutions. They help in evaluating whether the programme or institution is aligned with its intended purpose, is meeting the needs of learners, and is achieving desired outcomes. By considering these questions, educational stakeholders can identify strengths and areas for improvement, and make informed decisions to enhance educational quality.

The evaluative questions also promote accountability and transparency within the education system. They provide a standardised framework for evaluating programmes and institutions, ensuring consistent and fair assessments. The questions encourage a continuous-improvement mindset, prompting institutions to reflect on their practices, identify areas of development, and implement strategies to enhance the quality of education (New Zealand Qualifications Authority, 2023).

Overall, the NZQA's evaluative questions have played a crucial role in evaluating and improving educational programmes at Unitec. They provide a robust framework to assess educational quality, inform decision-making, and promote ongoing improvement in teaching and learning practices.

TCD EVALUATION METHODOLOGY

Each year, the TCD project was evaluated using the Kirkpatrick model (Kirkpatrick, 1994). This is the best-known model for analysing and evaluating the results of training and educational programmes. It is based on four levels:

Level 1: Reaction – measures how participants react to the training (e.g., satisfaction).

Level 2: Learning – analyses whether participants truly understood the training (e.g., increase in knowledge, skills or experience).

Level 3: Behaviour – explores whether participants are using what they learned (e.g., change in behaviours).

Level 4: Results or Organisational Performance – determines whether the training has had a positive impact on the organisation.

During 2018–22, the TCD project was evaluated five times. Data was gathered from various sources to evaluate the project from different perspectives, including participants, learning effectiveness, participants' use of learning, and organisational impact.

Participants' reaction to the new TCD project was initially negative. One comment in the 2019 TCD evaluation identifies resistance to change:

"Over time the approach to PD changes, this imposes a quantum of adaptive load and stress for staff." (Kaiako 1; Unitec Institute of Technology, 2019b)

Another comment highlights resistance to the applied practice approach:

"I dislike the whole new approach and find it patronising and demeaning, especially for experienced teaching staff." (Kaiako 2; Unitec Institute of Technology, 2019b)

Over time, reactions moved to acceptance and, finally, to a positive endorsement from those that participated. Those participating in 2022 rated their TCD learning experience 8.88 out of 10 (Chitalia et al., 2022).

Course evaluation and planning (CEP) completed by kaiako for each course provided insight into the number of kaiako implementing changes to their courses because of their engagement with TCD professional development.

In the 2022 CEP process, two questions were put to teachers relating to professional development:

1. List recent continuous professional development or engagement with industry that influenced the delivery of the course.
2. In what ways did this professional development impact on the teaching and assessment of this course?

The authors reviewed individual comments (N = 868) in response to these questions at a broad level of keywords and frequencies. They noted that in relation to the first question the majority of professional development was badge based and there was a strong engagement in discipline professional development.

In relation to the text-based data analysed from the CEP question two, the authors found broad themes suggesting positive outcomes for course delivery of kaiako completing professional development. Kaiako reported improvement in their practice in three key TCD areas: Create Learner-Centred Environments, Design for Effective Learning, and Facilitate Learning.

Specifically, kaiako reported on the integration of Unitec's Te Noho Kohitanga values; cultural understanding and learning from the Teaching Pacific Learners digital credentials; learning more about Moodle and other delivery tools; design and delivery of courses; and integration of new discipline knowledge from professional development activity into teaching. Thirty-five kaiako reported improvement in their practice of assessment and feedback.

Unitec collected data from ākonga in each semester of study and asked whether they could recommend their programme of study. Net promoter scores remained strong throughout the implementation of TCD.¹ This data indicates a positive impact on the organisation, as a substantial number of ākonga recommended their programme of study (Chitalia et al., 2022).

The focus of Level 4 of the Kirkpatrick model is to assess whether professional development has had a positive impact on the organisation. The authors considered that data available from the net promoter score collected each semester from Unitec ākonga is relevant to organisational performance in respect of teaching capability. We may infer that high student satisfaction is related to good levels of teaching capability. However, we cannot assume a correlation or causal link. Further research would be required to fully substantiate a relationship.

DISCUSSION

The Value of Teaching Competencies

Kaiako have specific knowledge and skills to acquire in order to attain the position of a practitioner in vocational education (Handley et al., 2006). As kaiako develop their 'know-how' of teaching, they identify and form linkages between theory, previous research, current experience and their ākonga needs.

Early-career kaiako may not have the knowledge, skills and emotional strength to take risks in front of their ākonga. As Kreiner (2001, p. 71) explains, if kaiako do not take risks they "will lose the sense of excitement that comes from trying new things." Teachers who lack the confidence to take risks are likely to "have students who lack excitement" (Kreiner, 2001, p. 71).

Support that fosters deep reflection that involves scrutiny and clarification of their own educational beliefs, values and mission may assist early-career kaiako in moving from novice to practitioner (Handley et al., 2006; Korthagen & Vasalos, 2005; Loughran, 2014; Loughran & Hamilton, 2016).

The teaching competencies assist early-career kaiako to identify the key knowledge, skills and behaviours of vocational teaching that complement and reinforce their professional expertise. The TCD project facilitated

1 The net promoter score (NPS) is calculated by the % of students who give a high recommendation rating (promoters, who rate 9–10) minus the % of student who give a low recommendation rating (detractors, who rate 0–6).

participants' learning through engaging with various badges, encouraging the application of acquired knowledge and skills in their teaching practice. Reflecting on their teaching practice before and after the completion of digital credentials, participants demonstrated new insights gained and plans for further development.

As Ping et al. (2018) explain, there is a range of reasons why kaiako engage in professional learning. One reason is personal ambition ('inside reasons'), and external forces such as government policy and institutional policy are described as 'outside reasons'. The 2018 TCD Pilot Report (Unitec Institute of Technology, 2018a) identified that kaiako engagement was significantly higher when heads of faculty were actively involved in co-learning – an 'outside reason'.

Motivation for learning was a key element to kaiako participation. Motivation came from a range of sources, including personal-development plans, faculty capability-development plans and institutional requirements measured through performance management processes.

While business organisations have a long tradition of commitment to continuous improvement programmes for products and services, vocational education and training organisations do not have the same working history of quality improvement in teaching and learning. In the vocational education sector, quality improvement has been an administrative function closely related to NZQA quality assurance and compliance (Maurice-Takerei & Anderson, 2022). Kaiako often contribute to, but are not the critical elements of, a quality-improvement programme.

The TCD project provides kaiako with a valuable opportunity to embrace continuous improvement in their professional development and career progression. Aligned with the stated aims of Te Pūkenga, New Zealand Institute of Skills and Technology (NZIST), as defined in the Education and Training Act 2020 (the Act), the project aims to enhance consistency, quality and equity within the tertiary education system.

An essential aspect of achieving these goals is the integration of continuous-improvement principles through TCD. This connection between professional learning and ākonga learning becomes evident and meaningful to kaiako as they plan and develop their educational practices.

Leveraging Technology for Professional Learning in Higher Education

The original Teacher Capability Development project goals included the ideas of digital credentials (Unitec Institute of Technology, 2018b). The plan included use of the Unitec learner management system (Moodle). Over time, this changed due to the Covid-19 pandemic and the need for online learning. We adopted a new simple template for Moodle, we reduced the activities for kaiako to ten or fewer steps, we embedded the use of Zoom.

Bruggeman et al. (2021) perceived seven teacher attributes as key for the adoption of blended learning in higher education:

1. Putting teaching and education at the centre.
2. Holding a student-centred pedagogical belief.
3. Realising a pedagogical need for change.
4. Daring to experiment (and fail).
5. Sharing needs and concerns.
6. Being able to critically self-reflect as a teacher.
7. Being able to connect technologies to learning processes.

The TCD project aligns with this understanding of preparing kaiako to succeed in a highly blended teaching and learning environment. There is more work to be done in this area to support kaiako to succeed in the online learning environment. The feedback from participants in the project was strongly endorsing of digital credentials that supported their learning and development in blended learning (Chitalia et al., 2021).

On-campus and group workshops of the TCD digital credentials moved to online during the Covid-19 pandemic. Although the move to online workshops was under emergency, it allowed continuity of the TCD project. The Academic Advisors – Teaching and Learning had to quickly upskill themselves in online teaching practice and model this practice to the participants. The adaptability and integration of technology (i.e., Zoom and Echo360) demonstrates the project’s responsiveness to changing educational contexts and the evolving needs of kaiako and ākonga.

Flexibility in offerings has become a normal practice and not an exception for ‘new normal’ education (Cadorna et al., 2022). Due to mix of offerings, kaiako are showing more interest and willingness to attend/participate in both on-campus and online workshops offered for the TCD project (Chitalia et al., 2021). This also allows kaiako to participate at a time and place that is convenient for their work schedules and personal needs.

Two additional digital credentials were developed so kaiako can gain recognition of the capability they have developed while rapidly adapting their teaching practice and revising assessments during the 2020–22 Covid-19 lockdowns (Chitalia et al., 2021; 2022).

Integrating Applied Learning into Work

In Aotearoa New Zealand there is a shift to prioritising student-centred learning in vocational education. The Education and Training Act 2020 (the Act) legislated for one large polytechnic body as Te Pūkenga, New Zealand Institute of Skills and Technology (NZIST) to provide vocational education and training, and to be supportive, flexible and relevant to the workplace.

As explained by Maurice-Takerei & Anderson (2022), when kaiako work in a range of learning environments, including online, in the classroom, lecture theatre, studio or workplace, a transition to student-centred learning, as required by the Act, is a complex change for many in the vocational education system.

Kaiako will need significant support to move to a student-centred teaching environment. Professional development, which both models and supports good practice, is a strength of the TCD project. Furthermore, teachers apply their learning in their context of a course and cohort of ākonga. Effectively, TCD fosters action research to improve understanding of personal and professional development (Banegas & Villacañas de Castro, 2019).

Recognising and Showcasing Achievements

As noted by Pathways For Employ (2017, p. 12):

When a learner is aware that their learning path can be both documented and appreciated in some way it provides an important stimulus to learning. A motivated learner will identify new skills and paths they need to explore as they learn.

This approach acknowledges participants’ accomplishments and provides a tangible way to demonstrate their learning to others. The use of digital credentials aligns with the growing trend of alternative forms of credentialing and provides a valuable means of publicly displaying professional development achievements (Carey & Stefaniak, 2018).

IMPLICATIONS

The TCD project at Unitec offers several implications for teachers’ professional development and educational institutions.

Designing competency-based programmes: The TCD project’s competency-based approach serves as a model for other institutions to align their professional development programmes with recognised teaching competencies.

By clearly defining and addressing the knowledge and skills required for effective teaching, institutions can ensure that professional development projects are relevant and impactful.

Integrating applied practice and learning-in-work: The TCD project's emphasis on applying learning in teaching practice fosters a culture of continuous improvement. This integration allows kaiako to immediately apply their acquired knowledge and skills, leading to more meaningful and effective professional development experiences.

Leveraging technology for professional development: The successful integration of technology tools, such as Moodle, Zoom and Echo360, demonstrates the importance of leveraging digital platforms to enhance kaiako professional development. Educational institutions should invest in technology-enabled learning environments that facilitate online collaboration, resource sharing and ongoing support for teachers.

Recognising and showcasing achievements: The use of digital credentials (badges) provides a valuable means of supporting kaiako career development and ensuring recognition of learning and commitment to continuous development.

CONCLUSION

In conclusion, the TCD project implemented by Unitec offers valuable insights into enhancing kaiako professional development and improving ākongā outcomes. The project's competency-based approach, applied practice, integration into performance development plans, and use of digital credentials (badges) provide a framework for designing effective professional development aligned with teaching competencies.

The evaluation of the TCD programme using the Kirkpatrick model revealed a positive shift in participants' reactions, demonstrating the project's success in addressing concerns and meeting expectations. Participants' learning was evident through their submissions for each badge, showcasing the project's effectiveness in facilitating the application of knowledge and skills in teaching practice. The project's adaptability to online environments, particularly during the Covid-19 pandemic, highlighted its responsiveness to changing educational contexts and the evolving needs of kaiako and ākongā.

The integration of technology tools and the recognition of achievements through digital credentials (badges) further contribute to the project's effectiveness. By leveraging digital platforms, educational institutions can enhance kaiako professional development, foster collaboration and provide ongoing support. The use of badges as tangible representations of achievements promotes continuous development and career advancement for kaiako.

The implications of the TCD project extend beyond Unitec, offering valuable insights for other educational institutions. Designing competency-based programmes, integrating applied practice and learning-in-work, leveraging technology and recognising achievements are key considerations for effective kaiako professional development. By investing in ongoing kaiako development, institutions can create a conducive learning environment and ultimately enhance ākongā success.

Overall, the TCD project at Unitec demonstrates the importance of aligning professional development with kaiako needs, utilising innovative approaches, and continuously evaluating and improving programmes. Through these efforts, institutions can empower kaiako, enhance their instructional practices, and positively impact ākongā outcomes. The findings of this study provide valuable guidance for future endeavours in kaiako professional development, ensuring the continuous improvement of education systems.

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APPENDIX 1

Unitec Teaching Competencies and Related Badges

The table below shows the eight Unitec Teaching Competencies and related badges that are currently available. More will be added over time (Chitalia et al., 2022).

Unitec Teaching Competencies and Related Badges

Competency	Badges
Create learner-centred environments	Working with International Learners Teaching Pacific Learners
Design for effective learning	Design for Collaborative Learning Design Group Assessment Moodle Standards Introduction to Moodle Improve Summative Assessment Writing Learning Outcomes
Facilitate learning	Active Learning Echo360 – Classroom Engagement Interactive Presentation Literacy Learning Strategies: Writing Literacy Learning Strategies: Reading
Assess and give feedback on learning	Intro to Summative Assessment Pre-Moderate Assessment Materials Post-Moderate Assessor Decisions
Review learning and teaching	Peer Teacher Coaching Changing Assessment for Remote Online Delivery Teaching Under-25 Learners
Show discipline/industry expertise	There are currently no courses available for this competency
Engage in continuous professional learning about teaching and learning	There are currently no courses available for this competency
Contribute to programme's operation and academic success	Academic Integrity Working with Graduate Profiles Pacific Learners: Success and Retention