



Ringa Atawhai Mātauranga

Teaching and Learning Handbook



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SECTION I **Background**

(i) Purpose:

The purpose of the Teaching and Learning Programme System and Handbook is to provide a structured framework, management system, policy and procedures and forms / templates & toolkits for the design and delivery of teaching and learning programmes within the PTE.

(ii) Guiding Documents

The key Guiding Documents relevant to this Teaching and Learning Programme System and Handbook are:

The Guiding Documents used to develop this Personnel Management Programme and Handbook are:

- PTE - Legislation Compliance Handbook
- NZQA - Guidelines for Private Training Establishment Registration (2022)
- NZQA - How to Maintain Registration – Staff
- NZQA - Quality Assurance Standard for PTE's – Personnel
- NZQA - Private Training Establishment Registration Rules (2022)
- NZ Current Legislation Documentation including:
 - Employment Relation Act (2000)
 - Protected Disclosures (Protection of Whistleblowers) Act (2022)
 - Privacy Act (2020)
 - Education Act (2020)
- Education Review Office - Personnel Compliance Guide
- Education Review Office - Personnel Management
- Ministry of Business, Innovation and Employment (MBIE) Booklets
 - Performance Management
 - Recruiting
 - Employment Relationships
- Ministry of Education – Understanding School Employment

(iii) Scope of Coverage

This Teaching and Learning Programme System and Handbook cover all aspects associated with the development, design and delivery of learning and teaching within the PTE. This includes the design of the Programmes, programme content, teaching and learning strategies, staffing requirements and the programme information provided to taura. This handbook should be read in conjunction with the PTE's "Facilitator's Guidelines," manual.

SECTION II Teaching and Learning Policy

TEACHING AND LEARNING POLICY

RATIONALE:

The Directors are committed to delivering quality education that meets the needs of learners and other stakeholders, which are consistent with the goals and purposes of the PTE.

POLICY STATEMENT:

The aim of this policy is to ensure that:

- the design and delivery of teaching and learning programmes provided by the PTE meets the identified needs of learners and other stakeholders;
- the delivery of learning programmes and the quality of education provided by the PTE is of a high standard and is consistent with the goals and purposes of the PTE;
- the delivery of Programmes and learner achievement is systematically monitored and reviewed (as part of the PTE's ongoing Self Assessment Programme) and the results used to inform planning and improve tauira learning outcomes and tauira achievement; and
- the PTE complies with all relevant Legislation, Codes of Practice and NZQA requirements.

GUIDELINES:

- (1) Stakeholders are to be consulted, the learner needs of targeted groups identified and analysed, and learning programmes and strategies designed and implemented to address these needs. The design, development and implementation of teaching and learning programmes must remain responsive to the demonstrated needs of learners and stakeholders.
- (2) Programmes must specify relevant and clear aims, achievement objectives, specific learning outcomes and standards of tauira achievement.
- (3) The Programmes will be well planned, well-designed, current and coherent and have appropriate structure, content-sequencing and timing.
- (4) Programme delivery / teaching and the learning strategies, methods and modes will use a learner-centred, strength-based approach, be flexible, responsive and appropriate for the targeted learner group, and consistent with the stated learning outcomes, context, learning environment and the learner support available.

- (5) Programmes must have suitable and relevant content, an appropriate balance of theory and practice and use appropriate technologies and resources.
- (6) Tutoring practices are to be based on providing learning activities which are contextualized, interactive, based around tauira prior knowledge and use an appropriate combination of learner centred and practical centred approaches.
- (7) Tutors are to be given the scope and flexibility to modify and tailor the content of programmes and use different learning approaches to meet the particular learning needs and talents of individual tauira or groups of tauira, including the needs of local tauira.
- (8) Programme and assessment information and documentation provided to tauira must be timely, accurate and complete. Tauira are to be provided with clear information and well informed about the programme and the assessment and further assessment process.
- (9) Tauira are to be encouraged to monitor, track and record, reflect on and self review their own academic achievement and learning progress throughout the year.
- (10) Tutors are to identify and address tauira barriers to learning and other factors limiting or preventing individual tauira academic achievement and progress.
- (11) All staff are to promote high standards and expectations for learning, tauira achievement and classroom behaviour within the PTE.
- (12) Assessment is to be used to reinforce and complement learning and support the learning and teaching goals. Assessment on the NZQF is to be systematic, manageable, consistent and at the National Standard. Assessment and moderation must be compliant with all NZQA and National Standard Setting Body requirements and follow good practice. Assessment evidence must be valid, accurate, authentic and verifiable. Assessment methods are to be fair, reliable, and effective and integrated with learning.
- (13) Staff feedback and feed forward provided to tauira on assessment and learning progress is to be direct, timely, accurate, responsive and constructive. It should clarify current skills and knowledge and help tauira identify and manage their next learning steps and set future learning goals.
- (14) Individual tauira assessment and achievement data is to be analysed and used as part of the PTE's Self Assessment Programme to identify and evaluate tauira progress and learning needs, evaluate and review and improve tauira performance and the effectiveness of the teaching and learning programmes.

- (15) Tauira are to be provided with a collaborative, positive, inclusive, secure and supportive learning environment with clear boundaries and expectations. All tauira are to be treated fairly, equitably and with dignity and respect.
- (16) Adequate and appropriate teaching and learning resources including physical resources (facilities and equipment), human resources (management, teachers / tutors and support staff) and financial resources are to be provided and used effectively, to enable the successful, ongoing and sustained delivery of the teaching and learning programmes. Tutor to tauira ratios will be appropriate for specific Learning Programme, the learning environment and any specific learner needs.
- (17) All staff are to be suitably qualified and experienced, have good subject expertise and pedagogical knowledge, including knowledge of the principles of adult teaching and learning, and be capable effective teachers.
- (18) The CEO is to be responsible for the design and delivery of learning programmes within the PTE. He / she will monitor and supervise the learning programmes and provide support and guidance to staff. The CEO is to ensure effective communication and encourage a collaborative and participative approach and team culture.
- (19) Staff individual roles and responsibilities for the design, development and delivery of programmes are to be clear, well defined and appropriately delegated.
- (20) Staff are to be provided with appropriate and relevant professional learning and development. The aim of professional learning is to improve and develop staff subject knowledge and skills and professional teaching practice and improve the quality of learning delivery.
- (21) The PTE will comply with all Legislation relevant to the teaching programmes, including the Education Act (1989). All Programmes will recognise the relevance and significance of the Treaty of Waitangi, the unique place of Maori as tangata whenua and the cultural diversity of NZ.
- (22) The PTE will obtain and maintain the required consent to assess and accreditation in order to deliver the relevant standards and approved programmes of study.
- (23) Programmes are to be current with the latest sector standards and accepted good practice. Programmes must meet the requirements of all Funding Agencies, Ministry of Education, NZQA and National Standard Setting Bodies (SSB). This includes the relevant SSB's Standard Consent and Moderation Requirements (CMRs), NZQA's NZQF Programme Approval & Accreditation and Consent to Assess Rules and requirements and NZQA's PTE Registration Rules and Criteria for On-going Registration.

- (24) The use and storage of tauira learning records and assessment results is to be accurate, confidential and accessible to tauira, and managed in accordance with the Privacy Act and the PTE's Privacy Policy.
- (25) Off-site learning undertaken by the PTE will provide conditions which are suitable for learner needs, appropriate for the programme and content being taught and adequately provide for tauira health, safety and comfort.

RELEVANT LEGISLATION:

Educational Code of Practice for the Pastoral Care of International Students 2021 (the Code)

NZQA Rules Section 348 (1) of the Education and Training Act 2020 (the Act)

Workplace Safety Act (2014)

New Zealand Bill of Rights Act (1990)

Privacy Act (1993)

RELEVANT DOCUMENTS:

Relevant CMRs (Consent and Moderation Requirements)

NZQA – Guidelines for Private Training Establishment Registration (2022)

NZQA – Guidelines for the Approval / Accreditation of Programmes on the NZQF

NZQA – Policies and Criteria for Ongoing Registration of Private Training Establishments

NZQA – PTE Registration Rules (2022)

NZQA – NZQF Programme Approval and Accreditation Rules (2024)

NZQA – Consent to Assess Against Standards on the DAS Rules (2022)

PTE – Tauira Management and Support Handbook

PTE – Legislation Compliance Handbook

RATIFICATION:

Policy ratified by Directors:

C. Poa

(Signed for Board)

20/02/2025

(Date confirmed)

This policy is to be reviewed as part of the PTE'S Self Assessment Programme (Cyclic Review).

REVIEW: 20/02/2027

CONSULTATION:

Directors, taura, employees and management are to be consulted as part of the review of this policy.

SECTION III PTE Procedures

For information on specific aspects of Learning and Teaching that are required by the particular SSB, refer to the relevant CMR on file.

Source: Parts of this information have been adapted from NZQA material – NZQA is acknowledged and thanked for the use of this material.

The development, design and delivery of Programmes will respond to the demonstrated needs of learners and relevant parties and will be consistent with the goals and purposes of the PTE.

(i) Development and Design of Programmes

The PTE will design and develop programmes of study which:

- Are based on the needs of learners and other relevant parties/stakeholders, including potential employers and communities
- Incorporate the requirements of any funding or Standard Setting Bodies
- Specify the learning outcomes and expected standards of achievement
- Ensure that the learning outcomes are achievable within the time frame of the programme
- Have appropriate content, teaching and learning strategies
- Are current with the latest industry or Assessment Standards
- Integrate any off-site, practical or workplace components

Programmes will be well designed and coherent and have structures that are easy to follow by all concerned. Details of how the PTE develops and approves Programmes consider the following factors and requirements.

- Needs of learners and other relevant parties / stakeholders are identified including potential employers and communities. (Refer “Governance and Management Handbook” Section III pages 41 and 42.)
- Stakeholder support and acceptability of the programme Explain and demonstrate how the needs / interests of the relevant stakeholders are incorporated in the programmes and appropriately addressed, including the relevant academic, industrial, professional and community stakeholders and other interested groups. Explain how the Programme is acceptable stakeholders in terms of its stated aims, learning outcomes, nomenclature, content and structure. Provide evidence of the stakeholder consultation process,

stakeholder support and how stakeholder advice has been incorporated into programme development. Explain how the programmes will remain responsive to the changing needs of learners and other stakeholders. Explain how the requirements of any relevant Funding or Standard Setting Body will be met.

- Graduate Profile Outline the skills, knowledge, understanding and attributes graduates will gain as a result of successfully completing the programme / qualification.
- Graduate Pathways Explain how the programme (and qualification) will enable graduates to pursue their intended educational and employment pathways.
- Investigation, Design and Development of New Programmes

The CEO will be responsible for the development and design of new programmes in consultation with the directors. Tutors will submit details of proposed new programmes to the CEO for consideration.

Details of the proposed programme changes will also be submitted to the CEO for advice and guidance. Following initial approval the CEO will carry out a full investigation, complete a “Proposed New Programme Recommendation Report” and submit it to the Directors for approval.

The **Report** will cover:

- (i) Details of the Programme
- (ii) Reason / need for the new Programme
- (iii) Results of stakeholder consultation of proposed new programme
- (iv) Programme Structure and Programme Outline
- (v) Aims, Desired Learning Outcomes
- (vi) Mode of Delivery and Learning Methods
- (vii) Programme progression / pathways and stair-casing
- (viii) Tauria Guidance Information
- (ix) Regulations
- (x) Assessment and Moderation
- (xi) Graduate Profile
- (xii) Graduate Pathways

Once approved by the Directors the CEO is responsible for application, approval, and accreditation from NZQA and the relevant SSB for the PTE to offer the programme of study to tauria.

(ii) Programme Design Guidelines

Policy: Ringa Atawhai PTE will design programmes that consider the needs of learners and other relevant parties / stakeholders.

Rationale: Programme design can often be a complex and challenging undertaking. This policy outlines the steps the CEO will take throughout the programme design process.

Policy Objectives: To ensure all programmes are consistent with NZQA’s Consent to Assess, the relevant Consent and Moderation Requirements (CMR) and the Guidelines for the Approval / Accreditation of Programmes on the NZQF.

Procedure

1. Read through the questions below (split into six sections and written in ***bold italic***). They each represent a fundamental consideration of effective programme design.
2. Use the blank template in Section VI of this Handbook to complete your responses.
3. Begin by completing the top section of the template: “Name of Programme” and “Aim of Programme”. For the latter question you are trying to capture what it is that you want the programme to achieve. (Consider if you were trying to justify the programme to a third party, what would you say to them?) Clarifying this should help your focus.
4. Work through each of the individual sections. Refer to the guidance outlined below, if necessary, as you think about each question.
5. At the end of the process, you will have a clearer idea of what is needed for your programme to be successful, and a starting point for your programme design exercise.

Section 1: Knowledge

- ***What skills, knowledge and behaviours are considered essential for success in the subject matter, discipline or profession?***

Break down the subject matter, discipline or profession into the key skills, knowledge and behaviours that learners need to acquire, know or develop in order to master it.

Think about what constitutes “success” in the topic and use this to guide you through this question.

Section 2: Learning

- ***How does learning occur?***

Establish how learning “happens”, e.g, practical application of taught skills or cognitive development that evolves over a period, e.g. problem-solving or analytical skills? By realistically assessing the process learners will go through, you will be in a stronger position to construct an effective design for the programme.

- ***How is learning best facilitated?***

Think about the most effective way of guiding the learning. Should learners be allowed space to formulate their own ideas and concepts, or does the technical nature of the subject mean that this is not appropriate? Consider Maori pedagogy.

- ***What should be the role of tutors?***

Establish what you, as the tutor, need to do to ensure that learning is supported. In some cases, this might mean giving learners enough freedom to undertake tasks and activities with minimal input from you, or perhaps you need to provide regular and clear instructions, working to detailed agendas and specific methodologies. Try to break down your role into key responsibilities.

- ***What should be expected of learners?***

Undertake a pragmatic and honest evaluation of what you need from learners. Some programmes will be relatively undemanding in terms of learner participation (e.g. listen to information being relayed and then confirm competence via a short test). Others might necessitate a high degree of commitment, requiring learners to be exceptionally motivated, disciplined, and analytical. Think also about any pre-knowledge that you expect learners to have and consider if this is a fair assumption to have made. You need to find a way to communicate these expectations to learners, perhaps providing a programme descriptor, workshop flyer or email.

Section 3: Learning Outcomes

- ***What should the learning outcomes be?***

Consider what exactly is it that you want learners to be able to know and to be able to do by the end of the programme? The best way of communicating this information is to express it as clear and measurable learning outcomes. This way, learners have a specific idea of what they can expect to learn and can then focus on a real aim.

Section 4: Content

- ***What content is essential?***

Now that you have expressed the skills, knowledge and behaviours that you have identified as learning outcomes, what content is essential to include in the programme in order to meet this outcome? What specific content and learning activities do you now think you will include? If, for instance, you detailed that learning is best facilitated by taking a directive approach, how exactly will you incorporate this, e.g. through scripted role play sessions?

- ***What content is desirable?***

Detail the content that you would like the programme to include. These are the elements that, while not mandatory, you consider worthwhile. An example of this might be report writing that covers processes and procedures that used within the learners' organisation. You may wish to supplement these with additional techniques, so that learners can question existing methods to improve them.

- ***How should content be organised?***

You need to order and present content in a way that makes sense to learners and supports their learning journey. If there is a logical structure inherent in the subject, it is usually best to present the content in this manner. If, however, there is no obvious process, you will need to make your own judgements, based on what you think will provide the most effective learning experience. There may be technical considerations that guide this, e.g. certain resources may not be available until specific dates. Programmes that place an emphasis on self-directed learning will have their own matters to think about. You may not, for instance, be called upon to organise content, but to ensure that the means to access it is made available at certain times, as dictated by the learner.

Section 5: Assessment

- ***What purpose(s) does assessment need to serve?***

Assessment can have many different purposes, and you should establish what these are so that you can then design suitable assessments. You may, for instance, require assessment to confirm that the PC's of Unit Standards have been demonstrated.

Think of assessment in its two forms: summative and formative. Summative assessment means "assessment of learning". It is high stakes assessment (i.e. it has a direct bearing on whether a learner passes or fails a programme) used to evaluate

and certify learners' performance or achievement. Formative assessment means "assessment for learning". It is low stakes assessment (i.e. it does not have a direct bearing on whether a learner passes or fails a programme) used to assist learners in fulfilling their learning potential, normally by providing feedback that helps them to understand and engage with a subject.

- ***What form should assessment take?***

In most cases, assessment activities should be directed by, and aligned to, their purpose. For example, if a programme has been undertaken for compliance reasons, a summative end of programme test that allows results to be recorded may be appropriate. Or if learners need to prove that they are competent in a specific skill, a practical test could be required. Alternatively, if you want to guide learners on a learning journey, one option is holding structured discussion sessions where you can provide direct feedback on their ideas or performance so far.

Section 6: Resources

- ***What resources and infrastructure are needed?***

Finally, record all the elements needed to make the programme happen. This can be a combination of (to name but a few):

- books
- internet access
- lecturers/tutors/trainers
- lecture theatres
- classrooms/training rooms
- laboratories
- software/internet applications
- visiting speakers
- moderators (for online learning)
- time
- money

Source

Source: Toohey, S. (2003, 2nd Edition). Designing Programmes for Higher Education. (Buckingham, SRHE and OUP).

(iii) Delivery and Learning Methods

Based on historical records and current statistical data the PTE's prospective tauira body can be characterised as:

- 1) Maori, predominantly female, working within the health or social service sector in full-time or part-time paid positions or in voluntary support positions. Generally, they will have no formal qualifications and are seeking to up-skill or gain foundation level qualifications leading to a pathway of higher education.
- 2) Young Maori 17-24-year olds, predominantly male, no formal school qualifications, low literacy, and numeracy levels with little or no employment prospects.

We have identified several barriers that inhibit Maori educational achievement and propose delivery and learning methods that aim to reduce the disparities that exist. We will foster a learning environment where:

- *Power is shared*: where learners can initiate interactions; learners' right to self-determination over learning styles and sense making processes are regarded as fundamental to power-sharing relationships, and collaborative critical reflection is part of an ongoing critique of power relationships.
- *Culture counts*: where the learning environment is a place where learners can bring "who they are" to the learning interactions in complete safety, and their knowledge is "acceptable" and "legitimate". (Marae based)
- *Learning is interactive and dialogic*: learners are able to be co-inquirers, that is raisers of questions and evaluators of questions and answers; learning is active, problem-based, integrated and holistic; learning is reciprocal (ako) and knowledge is co-created; the learning environment is a place where people's sense-making processes and knowledge is validated and developed in collaboration with others. (Sometimes teacher sometimes learner – Paola Freire)
- *Connectedness is fundamental to relations*: tutors are committed to and inextricably connected to tauira and their whanau.

Using the “Tauira Barriers to Learning Checklist” (Template 2/T1, Section V), tutors will identify relevant tauira barriers to learning and determine ways in which to address these barriers.

Learning support and appropriate pastoral care may include but is not limited to:

- One to one literacy/numeracy support
- Culturally appropriate counselling or support
- Budgeting
- Childcare
- Drug and alcohol interventions
- Goal setting through PATH planning.

The PTE will only deliver programmes that are within the scope of its NZQA registration, and for which it has full consent to assess and approval from NZQA and the relevant National Standard Setting Body.

The PTE will comply with all NZQA requirements involving sub-contracted provision, where education or training is provided by a sub-contractor. The PTE will advise NZQA or if necessary, seek approval from NZQA for any sub-contracting arrangements with other tertiary providers.

See NZQA documents Consent to Assess Against Standards on the DAS Rules (2011), NZQF Programme Approval and Accreditation Rules (2013) and the relevant CMR for further information.

Programme Delivery Policy

Policy

It is the policy of Ringa Atawhai PTE to ensure programmes are delivered appropriately in conjunction with relevant legislation, mandatory conditions of funding and in accordance with the tikanga Maori values that underpin the PTEs philosophical base.

Scope

The delivery of government-funded programmes shall be in accordance with the following:

A. Education Act 1989:

- Sections 236(1)(b) and (e) –Ringa Atawhai PTE clearly specifies its education, and training services and has adequate and appropriate means to deliver them.
- Section 259 – Ringa Atawhai PTE meets the requirements specified for delivery of programmes and Programmes within the organisation’s scope of accreditation.
- Section 253(1)(c), 292(6) - Ringa Atawhai recognises credit awarded by other organisations accredited to assess against the same national standards.

B. Investment Plans and associated funding application documentation

C. Current information pertaining to the year of delivery, including such instructions as stated in the Rules and Regulations of the PTE and the funding body.

Policy Objectives

- 1) Training is delivered in ways that are relevant to the needs of tauira, whanau, and other stakeholders.
- 2) The PTE provides flexibility in the provision of education and services to allow a range of people from the community access to training, to meet funding agencies’ contracts according to their regional needs, and to deliver marae training from range of rohe to allow ease of access for whanau and hapu learners.
- 3) Sufficient resources are allocated to enable delivery of each programme to meet the required standards.
- 4) Programme components are chosen according to the needs and level of the learner, and the pathways offered are supported during and after enrolment so as to enhance each learner’s opportunities to gain further or higher level education or enter into employment.
- 5) Barriers to Learning are identified in accordance with the “Checklist of Tauira Barriers to Learning”, refer Section V.

- 6) Taura learning will be guided by Individual Learning Plans with appropriate mentoring by tutors and the Whanau Support Coordinator. (kaumatua/kuia input if required)
- 7) Training is delivered according to the “Tutoring Method Policy”.
- 8) Tutors are supported in accordance with hauora Maori values to meet their accountability for the successful delivery of Programmes. (Te Whare Tapa Wha)
- 9) Appropriate assessment methods are used as per our Assessment Policy.
- 10) Ringa Atawhai PTE will adopt delivery methods that fit with our target learner entrenched in a tikanga base that fosters a sense of belonging, safety, and trust. (Whanaungatanga)
- 11) Ringa Atawhai PTE will focus on the core elements crucial to Maori learning success:
 - Effective kaiako relationships and interactions
 - Quality kaiako delivery
 - Māori cultural values and tikanga being central to learning
 - Integration of Te Ao Māori in assessment.

Reporting Results

Responsibility

CEO: to oversee that programmes are delivered according to this policy.

Tutors: to ensure training is delivered to meet the identified needs of the taura as identified in their “Individual Training Plans.”

Documentation and other resources

All relevant documentation must be recorded and kept on file. Funding contracts, scope of accreditation, NZQA framework documents.

Tutoring Method Policy

Policy

It is the policy of Ringa Atawhai PTE to provide quality tutoring to tauira at all times by adopting a range of teaching tools and methods that are aligned to specific learner thereby enhancing each their opportunity to successfully complete the programme requirements.

Policy Objectives

- 1) The delivery of education and training to build foundation skills and encourage the best overall individual performance shall be varied according to the needs of each learner and the content being delivered.
- 2) There shall be a learning environment in which:
 - Tauira and their whanau can feel welcome and comfortable.
 - Behaviour modelled by all staff and management encourages hard work, high energy and success.
 - Foundation skills are fostered so tauira may demonstrate measurable changes in behaviour, attitude and self-esteem.
 - Learners shall be responsible for their own learning with active support from the Tutor and, if requested, whanau supporters. The Tutor shall support self-paced tauira with 1-1 tutoring to support their learning.
 - Tauira are motivated to achieve their educational goals and move successfully into an educational progression or employment.
- 3) Delivery of training is scheduled so that:
 - Training hours each day allow for tutoring time, individual study time and group work that will enhance their ability to absorb and conceptualise relevant information.
 - Tauira are advised of the weekly schedule of tutorials and activities.
 - Learning materials are allocated to tauira in the modularised structure in which they have been designed. Tutors shall take into account the individual learning needs of tauira in relation to the successful and timely completion of their programme and their requests for support.
- 4) Training is delivered to give tauira the best opportunity to comprehend the programme content: All tauira will be proactively guided through the modules and supported to ensure the concepts are understood prior to being assessed (see Assessment Policy, and Assessment Procedures Handbook for details).

5) Tutors shall introduce each module to tauira that puts it in context and covers:

- The key points that will need to be learned and why these are important.
- Any quality or safety issues that apply.
- Whether the elements and performance criteria relate to previous elements (or part thereof) that have been discussed or completed.
- Any particular things that are known to be difficult to absorb and are likely to cause confusion.
- For those tauira experiencing literacy difficulties tutorials shall be held to re-cap key concepts for each learning module. Tutors are expected to use the full range of Ringa Atawhai resources during delivery of these tutorials. Tutors who prepare their own resources are expected to share ideas and/or make them available to other Tutors.

6) When providing individual or group tuition, tutors must apply good practice guidelines such as:

- Planning sessions ahead and ensuring that the required resources are in place to enable delivery as planned.
- Sharing their own professional knowledge and experience using it to assist tauira relate theory to practice.
- Use the content to discuss points, to review work done, and to give a broader and deeper understanding of context and importance of the topic.
- Ensure that tauira participate in active learning opportunities where real life observations or practice can occur such as site visits, guest speakers, work experience, advice about where and what to look for to find examples of the theory being applied in a hauora context;
- Encourage tauira to use their new knowledge as soon as possible, e.g. in their own workplaces or through self-directed learning.
- Steer tauira towards additional resources (brochures, newsletters, plus activities as above) where they can read about, discuss and practice what they are learning.
- Encourage tauira to consider WHY, HOW and WHAT the theory means. Encourage them to consider consequences if the theory is poorly applied or if practice is below standard.
- Find ways of handling difficult situations where everyone's mana is respected.
- Notice and acknowledge good work and positive contributions from tauira.

- 7) Up-front tutoring sessions must be arranged so that:
- Tauira achieve competence in each module before commencing another.
 - Practical activities relate to current theory and support work skills development.
 - Tauira are actively assisted to relate theory to practice, and to relate set tasks to work in real workplaces for example, role playing.
- 8) To develop literacy, language and numeracy skills that will enable tauira to study to the level required to achieve the qualification in which they are enrolled, Tutors will use the LNAAT (Literacy Numeracy for Adults Assessment Tool) as follows:
- Assess only those tauira who exhibit literacy and numeracy difficulties during the enrolment phase. ie difficulty filling in forms.
 - Ascertain individual's needs from the findings.
 - During the delivery of modules integrate literacy skills development into the programme. For tauira whose first language is Maori this may require a bi-lingual approach.
 - Incorporate the "Ask me three" approach. **What is my main problem? What do I need to do? Why is it important for me to do this?**
 - Those tauira who score below Step 4 in reading or below Step 5 numeracy on the LNAAT initial assessment will be re-assessed at the conclusion of the programme. Tutors will measure their progress and make a note in individual tauira files for future reference or reporting purposes.
- 9) Administration tasks shall be completed outside of up-front tutoring time or when tauira supervision is not required. This includes monitoring tauira progress, arranging activities such as visits to Providers and visiting speakers, marketing, general administration etc.

Resources

- Resources used in the delivery of Programmes will be structured around modules of learning booklets designed in-house. See Section VI for sample booklet. Tutors are required to use these and structure programme delivery around them interspersed with their own theoretical and practical skills and knowledge base. Tutors will have the flexibility to adapt and tailor the content to meet the needs of tauira as and when required.
- Tutorials – Planned around identified tauira needs, for example literacy support or clarification of specific learning concepts.

- Peer Support - Sessions with peers on issues of common need. Communication with peers, listening and speaking skills, confidence building, individual accountability
- Whiteboard – Activities, topic information, sketches etc. delivered formally and informally Note taking, information finding, planning, problem solving, knowledge transfer, mind mapping.
- Data Projector - Power-point presentations. Media coverage, Shared consumer experiences.
- Sector -related resources - health literacy, language, and numeracy developmental activities. Reading, writing numeracy and Te Reo.
- Group Work – Posters, role playing (relate theory to practice), develop basic practical knowledge and skills; problem solving, communication with Tutors and peers, listening skills, confidence building, individual accountability, self management, application to the tasks.
- Work experience – Integrating training into the workplace environment. Employer relations, reliability, following instructions, communication skills, policies, and procedures.
- Formative assessments (worksheets, posters, written assignments, direct observation) - To ensure that the lessons are being understood and that tauira are meeting the objectives of the performance criteria. 10. Summative assessment – to confirm that tauira have met the specified performance criteria specified.
- Photocopied material - Handouts, reference materials, literacy support.
- Reference books - Health related reference books and research articles.
- Guest speakers - Presentations and group discussions on topics that support the development of relevant foundation and industry skills Listening skills, information finding, note taking,
- Resource Manual - Tauira will collect provider information and develop a Resource Manual comprising: Provider contact details, address, services provided, locality and key contact person.

Responsibility

CEO: Oversee implementation of this policy.

Tutors: Ensure the policy is upheld and use the most appropriate tutoring method based on the needs of the individual learners.

Administrator: Ensure supporting resources are available, in good condition and safe for use.

Documentation and other resources

All appropriate documentation will be kept on file including needs analyses, all tutoring resources, worksheets and formative and summative assessments.

Portfolio assessment

A portfolio is particularly appropriate for assessing the more creative areas of learning, especially in visual communication. It is a collection of evidence to support assessment against standards or learning outcomes.

The assessor should provide an assessment checklist, listing the evidence requirements for the unit standard. The evidence should be put together by the candidate in a way that makes it easy for the assessor to match it to the elements of the unit standard. (See RCC Policy, Manual 5 “Assessment and Moderation,” Handbook, page 24.)

Integrated assessment

Unit standards lend themselves to integrated assessment. This is where related or complementary outcomes/elements can be assessed using the same activity or evidence. Integration of assessment has several advantages. It reduces the time spent on assessment, and facilitates a more holistic approach.

Source: nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/generic-resources/assessment-tools-and-approaches/

List of the teaching / learning resources that will be used for the delivery of programmes.

- Marae venue
- Module booklets
- Whiteboards
- Data projector
- Newsprint
- Pens, pencils, , markers
- Kaumatua/kuia

(v) Assessment

Refer to the Management System Manual Part 5 Assessment and Moderation Handbook for details of assessment good practice, assessment and moderation procedures and assessment and moderation templates used to ensure that assessment is fair, valid, consistent and appropriate given the stated learning outcomes.

(vi) Staffing Requirements***(a) Teaching Staff***

The PTE will engage sufficient, competent, appropriately qualified and experienced staff with the right skill mix. Staff are to be either qualified to at least one Level above the tauira being taught or have demonstrated experience to one Level above the tauira being taught.

The PTE's recruitment & selection, staff performance management and staff professional learning & development strategies and the overall personnel management system will ensure that the skills and subject knowledge of teaching staff remain current and relevant, including curriculum and assessment practices and requirements.

See the Management System Part 4 Personnel Management Handbook for further details of the PTE's Personnel Management Programme, including the PTE's Personnel Management Policy.

Refer Governance and Management Handbook page 23 Directors / Management and Staff for Roles and Responsibilities and minimum qualifications required for each position.

A prerequisite for all tutors delivering this programme is an understanding of tikanga Maori protocols relevant to Te Taitokerau, a sound understanding of marae protocol. Fluency in Te Maori would be an advantage but not compulsory. In addition, they will have qualifications in the health or education sector coupled with at least 5 years work experience in the health or education sectors.

(b) Staff Professional Learning / Development

Refer to the Management System Part 4 Personnel Management Handbook- Staff Professional Learning and Development Policy (Ref 4/P9A/V1) and Staff Professional Learning Plan (Template 4/T1).

(vii) Programme Information for Learners

Timely, accurate and complete study information and advice will be provided to tauira. The following information is to be provided to all international and domestic learners prior to enrolment and reinforced by the tutor(s) concerned at the start of each programme

- *Subject / Programme Name, Level and Year*
- *Introduction / Welcome to programme*
- *Entry / Selection Requirements*
- *Programme Regulations*
- *Programme Aims / Objectives*
- *Programme Description / Outline, Length of Programme and Structure*
- *Specific Programme Rules / Regulations*
- *List of Unit/skill Standards offered (If any).*
- *Programme Requirements including Completion Requirements and Participation required*
- *Information about Certificate / Diploma /Standards the tauira could gain*
- *Year Plan / Assessment procedures Calendar*
- *Dates of Assessment / Assessment Statement*
- *Details of field based or practical work-based components (if any)*
- *Alternative programme exit / entry points*
- *Progression requirements for completion*
- *Minimum / maximum periods for completion of programme*
- *Requirements for award of the qualification*
- *Specific Programme Health and Safety requirements*
- *Tauira Academic Record / Tracking Sheets*

In addition to the **Programme Information for Learners** all learners will also receive a **Learner Handbook** at enrolment or during the Induction process.

*See the Management System Part 3 Tauira Management and Support Handbook (Provision of Tauira Information) for details. The Learner Handbook will include **Assessment Information for Candidates** – see the Management System Part 5 Assessment and Moderation Handbook for details of the Assessment Information for Candidates.*

SECTION IV **Organisational Information**

(i) Resources (Physical and Human)

The organisation will ensure that adequate and appropriate resources including staffing, teaching facilities, physical resources, financial resources and support services are allocated to the various learning Programmes / Programmes.

Refer to the following Handbooks contained in this Management System Manual for detailed information on the management of the physical and human resources within the organisation.

Part 1 Governance and Management Handbook

Part 4 Personnel Management Handbook

(ii) Roles and Responsibilities

Refer to pages 23 and 26 Directors, Management and Staff – Roles and responsibilities (in Governance and Management Handbook) for details of the responsibilities of the various staff involved in the implementation of the procedures for the teaching and learning programmes.

(iii) Internal Monitoring

A continuous monitoring system is in place to ensure that the learning programmes meet the needs of learners, current sector standards, accepted educational good practice and all NZQA requirements. Monitoring provides valid evidence of the quality of the outcomes for learners and other stakeholders (data and information) used for the Evaluation, Review and Planning for continuous improvement. It also enables early identification of non-compliance and quality assurance issues and concerns.

See the Management System Manual Part 1, page 39, Governance and Management Handbook for further details.

(iv) Stakeholder Consultation and Engagement

See the Management System Manual Part 1 Governance and Management Handbook for information on Stakeholder Consultation and Engagement. Also see the Part 7 Self Assessment Programme Handbook for details of Stakeholder Needs Analysis and Consultation.

(v) Evaluation and Review (Self-Assessment)

See the Management System Manual Part 7 Self Assessment Programme Handbook for detailed information on Evaluation and Review within the organisation.

Evaluation involves the collection, analysing and interpretation of data / information obtained from the monitoring process and other sources. Review involves the use of the findings from Evaluation to make evidence-based judgements, form conclusions and identify opportunities for continuous sustainable improvements. The results of the Self Assessment Evaluation and Review of learning programmes are used to improve learning outcomes and taura achievement. There will be ongoing review of the learning programme / Programme outcomes for learners and other stakeholders, and regular review of programme regulations and content.

The effectiveness of a programme, its delivery and its value to learners and other relevant parties is evaluated as part of the PTEs ongoing Self Assessment Programme.

The Key Evaluative Question(s) that relate to the evaluation of Teaching and Learning within the PTE are:

- (1.4) Effective Teaching – “How effective is the teaching” also
- (1.3) Programmes match the needs of learners / stakeholders – “How well do Programmes and activities match the needs of learners and other stakeholders”

Evaluation will involve the use of Outcome Indicators, e.g. learners acquire useful / meaningful skills and knowledge, and Process Indicators for learning and teaching, e.g. ‘minimising barriers for learning’ and ‘providing relevant learning programmes’.

(vi) Planning and Internal Reporting

Decisions and results of evaluation and review are used to guide and inform planning, develop and improve / refine teaching and learning programmes; and guide resource allocation and staff professional learning and development. Internal Reporting involves conveying the evidence-based judgments, conclusions and decisions and resulting planning to the relevant parties.

SECTION V Forms, Templates, Toolkits and Checklists

These templates are filed at the Whangarei office as blanks for future use but may be amended if/when required.

Checklists are used by PTE staff to ensure that specific information and processes are complete.

Forms are completed by tauira are used to provide information for the PTE or NZQA.

Reference to the Forms and Checklists are noted in the text of this Teaching and Learning Handbook.

The following Forms, Templates, Toolkits, Checklists are included with this manual.

- 1) Tauira Barriers to Learning**
- 2) Programme Design Template**

SECTION VI File Documents

The following document is stored on file at the Ringa Atawhai administration office:

- *NZQA – NZQF Programme Approval and Accreditation Rules (2013)*

SECTION VIII Appendix

The following documents are stored in the Ringa Atawhai administration office.

- *Tauira Information Handbook*
- *Tauira Study Skills Handbook.*

Checklist of “Tauira Barriers to Learning”

Following is a Checklist of possible barriers to tauira learning:

PTE wide Barriers

- ☐ Disruption to teaching programmes / loss of teaching time
- ☐ Physical teaching environment, e.g. hot / cold
- ☐ Class sizes
- ☐ Emotional environment
- ☐ Programme not meeting tauira needs
- ☐ Priorities and goals of the PTE
- ☐ Lack of teaching space / facilities / resources
- ☐ Range of tauira abilities in classroom

Tauira Barriers

- ☐ Lack of prior knowledge / learning of basic skills
- ☐ Level of literacy / numeracy
- ☐ Lack of motivation
- ☐ Tauira attitudes to learning / low expectations
- ☐ Lack of a focus / dream / vision
- ☐ Peer pressure to underachieve
- ☐ Absenteeism
- ☐ Unrealistic tauira expectations
- ☐ Lack of commitment to theory
- ☐ Tauira selection of subjects / programme for wrong reasons
- ☐ Behavioural problems

Tutor Barriers

- ☐ Tutor workload
- ☐ Tutor low expectation of tauira
- ☐ Failure to meet individual needs of tauira
- ☐ Difficulties with tauira / classroom management
- ☐ Lack of preparation
- ☐ Lack of effort / commitment
- ☐ Poor understanding or a lack of empathy with the PTE's culture / direction
- ☐ Attitude to tauira

Personal / Community Barriers

- ☐ Effects of drugs / alcohol
- ☐ Tauira not resourced to learn (for financial reasons)
- ☐ Physical disabilities / mental health issues
- ☐ Cultural differences / issues
- ☐ Whanau issues

Programme Design Template

Name of Programme	
Aim of Programme	

Section 1: Skills, Knowledge and Behaviours

What skills, knowledge and behaviours are considered essential for success in the subject matter, discipline or profession?

Skills	Knowledge	Behaviours

Section 2: Learning

How does learning occur?

How is learning best facilitated?

What should be the role of learning professionals? (tutor)

Section 2: Learning

What is expected of learners?

Section 3: Learning Outcomes

What should the learning outcomes be?

Section 4: Content

What content is essential?

What content is desirable?

How should content be organised?

Section 4: Content

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Section 5: Assessment

What purpose(s) does assessment need to serve?

What form should assessment take?

Section 6: Resources

What resources and infrastructure are needed?