



PAERANGI TE KUNENGA KI PŪREHUROA MASSEY UNIVERSITY LEARNING AND TEACHING PLAN

KO TE PAE TAWHITI WHĀIA KIA TATA, KO TE PAE TATA,
WHAKAMAUA KIA TINA



2023–2027



Te Kunenga ki Pūrehuroa is the foundation upon which we stand together in partnership, enabling the creation of knowledge that reaches the highest possible levels of advancement and attainment.

Te Kunenga Ki Pūrehuroa Massey University provides a pathway for all students to embark upon journeys of knowledge acquisition and embrace learning relevant to our country and to our wider world.

As a university committed to practices and partnerships that reflect Te Tiriti o Waitangi, we support the determination and realisation by Māori of their aspirations for education, the active utilisation of te reo and mātauranga Māori, and the vitality and wellbeing of all people and our environment as a part of giving expression to the eminence of Te Tiriti o Waitangi in our learning and teaching.

FOREWORD

Paerangi is Te Kunenga Ki Pūrehuroa Massey University's Learning and Teaching Plan, and guides the work of Pou Ako, one of the four strategic pou which shape Te Kunenga Ki Pūrehuroa Massey University Strategy 2022-2027.

This document sets out our learning and teaching values, approaches and practices and provides a plan for their implementation.

Paerangi is also the mechanism through which we refresh and prioritise significant investment decisions, particularly to ensure that our teaching is contemporary and relevant; that we are optimising the affordances of technological platforms; and that learning is available and accessible to all.

Student expectations of university education have been transformed by their experiences during the global pandemic. Demand for flexibility over time and place of learning has never been higher and globally, blended and hybrid models are becoming standard approaches to the provision of excellent and accessible learning experiences. Students expect and deserve excellent learning experiences wherever and however they choose to study. At Te Kunenga Ki Pūrehuroa Massey University, we seek to provide all students with an excellent and equivalent learning experience, irrespective of the location or study mode, where our teaching is digitally enabled and accessible to all students. Our teaching is evidence-based, and we value the scholarship of teaching and learning as a way to critically engage with teaching and learning practices. We believe that quality learning and teaching uses assessment information in a coherent way for continuous improvement at and through multiple and connected layers of the University.

'Anga Paerangi' sits at the heart of this plan. The framework of twelve core values was developed by a group of expert Māori academics and educators, and gifted to the University in 2017. It provides the mechanism for the enactment of Te Tiriti in all aspects of our learning and teaching. The term 'Paerangi' means a number of things. It can refer to a person being at the height of their career, or in their prime, with a further meaning being to 'raise up high', or it can reference a horizon.

In this plan, 'paerangi' has authentic meaning for us as a community of students and staff; we work to support our students to realise their potential, to be who they aspire to be and reach their horizons. We share an ethos of continuous learning and support our students to choose learning pathways that enable them to be excited and to excel. Finally, we contribute to the communities we serve through teaching by building our students' capacities to participate in and lead these communities, so that Massey graduates continue to 'make a difference'.

Giselle Byrnes
Provost

Te Kunenga Ki Pūrehuroa Massey University strives to be a Te Tiriti o Waitangi-led, learning-centered community, which positively influences lives through teaching and research, enabling students and staff to be who they aspire to be.

Te Kunenga Ki Pūrehuroa Massey University has a proud heritage of excellence, inclusion and diversity. Spanning independent distance study through to collaborative on-campus learning experiences, we take pride in our ability to engage with, challenge and support students across a broad range of disciplines and pedagogies. At the core of our learning and teaching practices is the principle that every student, regardless of their study mode or location, receives a learning experience of the highest quality. In a context of global disruption and digital transformation, we remain committed to nurturing curious, critical and creative learners through active, participatory learning experiences, where human interaction is seamlessly supported by technology.

We welcome the responsibility of giving effect to what it means to be Te Tiriti o Waitangi-led through our curricula, pedagogies and academic decision-making. Accordingly, Paerangi is guided by an interwoven framework of twelve core values, reflecting the twelve heavens ascended by Tānenuiarangi to procure the baskets of knowledge for humankind. Together, these values underpin and guide our approaches towards learning and teaching. They set the tone, create the context and provide us with the space from which to collectively and meaningfully participate in 'engaged learning experiences.' These values acknowledge our distinctive ways of learning and teaching and encourage staff and students to foster, extend, and build upon these strengths, to ensure that a learning experience at Massey is an exceptional one.

Ko te pae tawhiti whāia kia tata, ko te pae tata, whakamaua kia tina.

Seek out distant horizons, and cherish those you attain.

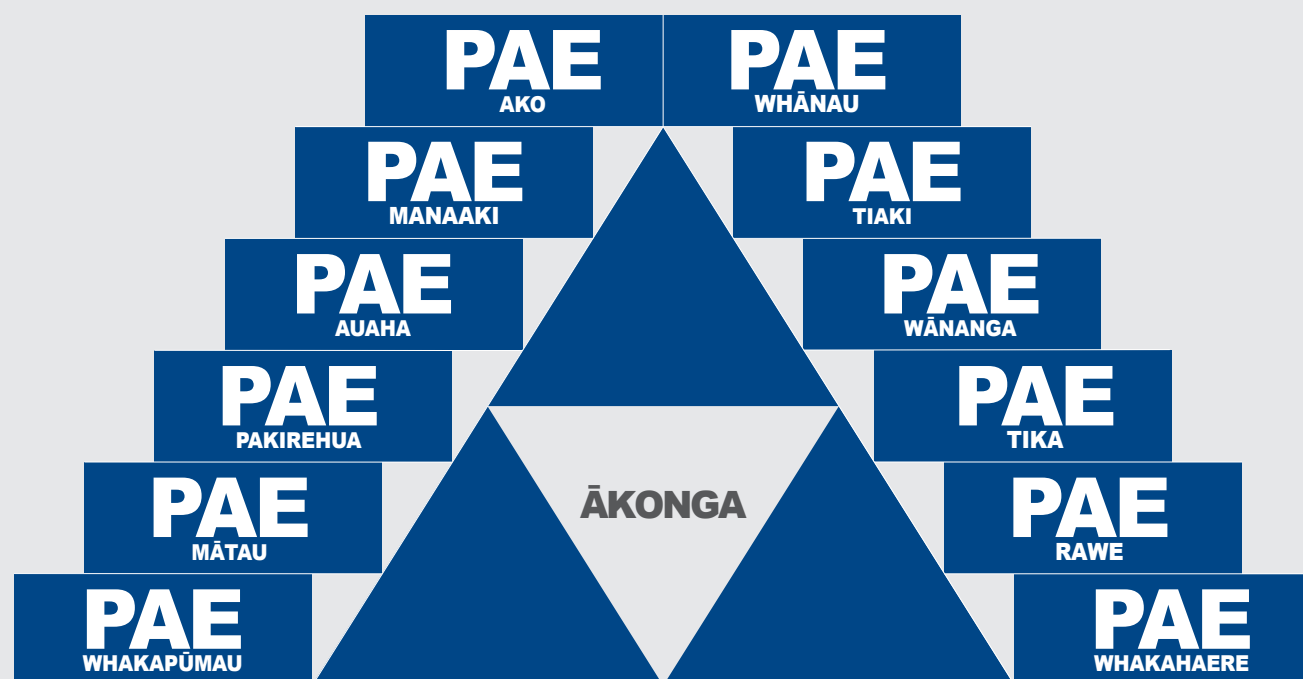


OUR VALUES

ANGA PAERANGI

Within the Paerangi framework the ākonga (student) is located at the centre of the triangulated structure of aspirational goals. This is framed by the poutama pattern symbolising the ascent of Tānenuiarangi to recover the baskets of knowledge. It is the ultimate pathway to knowledge in which each value informs the journey towards enlightenment.

Original design by Robert Jahnke and Rongomaiaia Te Whaiti



These twelve terms are taonga, gifted to Te Kunenga Ki Pūrehuroa Massey University solely for this learning and teaching plan. These values are to be read and understood collectively and in the context of learning and teaching at Te Kunenga ki Pūrehuroa Massey University. The Anga Paerangi should be viewed as a single entity. The core values are inextricably linked and cannot be seen in isolation.

PAE AKO

Ako means to teach and to learn. Teaching and learning work in a reciprocal relationship with each other. Akoranga, as a derivative of ako, embraces the context in which learning and teaching take place. Akoranga also extends to include the content, circumstances, time and place of learning.

PAE MANAAKI

Manaaki references humility, respect, generosity, pastoral care and the support of others. Re-framed as manaakitanga, it indicates that we commit to upholding these values in all aspects of learning and teaching.

PAE AUAHA

Auaha means to shape, create, form and fashion. It encapsulates the creative and innovative outcomes of learning and teaching at our University. In the form of auahatanga it becomes the activity; the creativity that embraces originality, ingenuity and resourcefulness.

PAE PAKIREHUA

Pakirehua conveys the notion of inquiry and questioning. In terms of learning and teaching, it refers to our desire to seek and develop knowledge through pure and applied research. It also includes the principles of research-led teaching, contextualised within our curricula and demonstrated through our evidence-based teaching practices.

PAE MĀTAU

Mātau means to be adept, knowledgeable, and competent. In the learning and teaching context, it reflects the expertise and wisdom underpinning the content and design of our curricula and pedagogies and how we encourage our students to aspire to excellence in their fields.

PAE WHAKAPŪMAU

Whakapūmau means to make permanent or constant. Implicit in our learning and teaching is the concept of whakapūmautanga as a contractual and reciprocal agreement that mediates the principles of social, cultural, economic and environmental sustainability. These principles are advanced by our teaching and embedded in our curricula.

PAE WHĀNAU

Whānau is a culturally empowering term associated with being and belonging. In the form of whānaungatanga, it embraces a sense of belonging and relationships, together with the contemporary notion of the rights, responsibilities and obligations that nurture group belonging, and group and individual identity.

PAE TIAKI

Tiaki means to care for in a protective manner and to provide guardianship. Understood in the context of learning and teaching, kaitiakitanga expands the meaning of tiaki to encompass not only care for our students, but also our guardianship and stewardship of knowledge. Kaitiakitanga, therefore, enables positive student experiences, development and success.

PAE WĀNANGA

Wānanga is a term that frames the act of deliberation. It refers to discussion, cooperation and the dissemination of knowledge. Wānanga refers to collaborative, active and participatory learning, which sit at the heart of our pedagogies.

PAE TIKA

Tika is inherently tied to truth. As the root of matatika, the meaning is expanded to embrace the principles of ethical, fair and equitable practice. In the context of learning and teaching, it refers to teaching with integrity, and showing respect for students and the ownership of academic and cultural knowledges.

PAE RAWE

Rawe captures our desire for excellence in all areas of learning, teaching and scholarship. The concept embraces qualities of importance, momentousness and significance and is therefore what we aspire to in all our endeavors.

PAE WHAKAHAERE

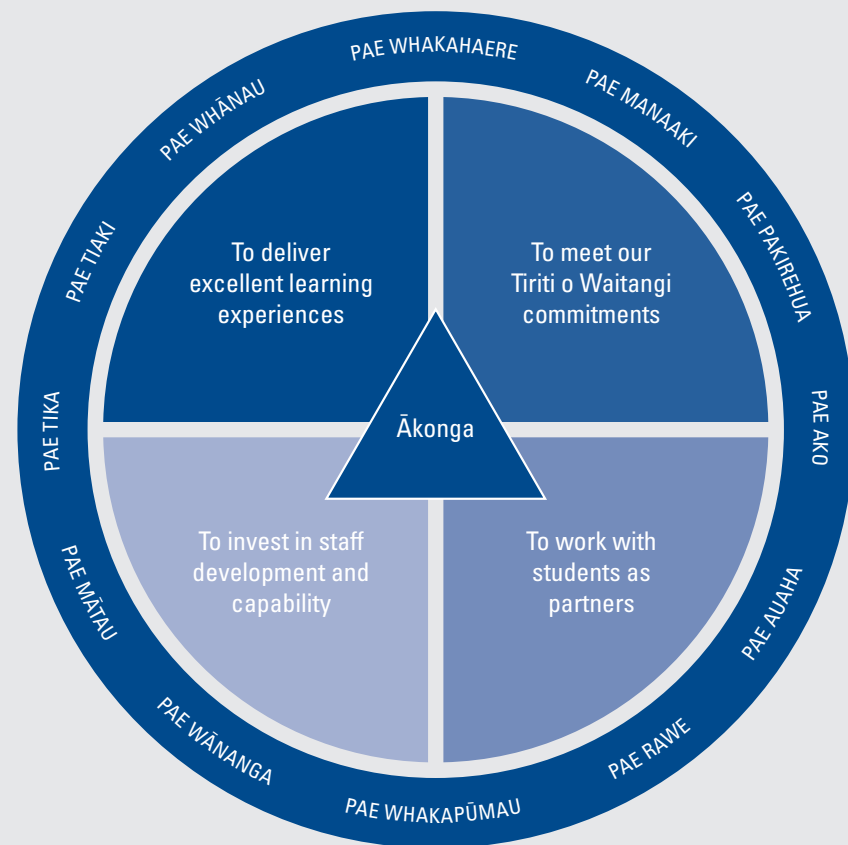
Whakahaere means to lead, conduct or facilitate. In the context of learning and teaching, it refers to the ways in which we support students to transition into the University environment, and how we facilitate their growth and development throughout their studies.

HOW OUR VALUES INFORM OUR PRACTICE

The values enshrined in Anga Paerangi inform all activities relating to learning and teaching at Te Kunenga Ki Pūrehuroa Massey University. They signal the University's commitment to Te Tiriti o Waitangi and its place in contemporary Aotearoa New Zealand, and how we incorporate this commitment into our professional practice. The values framework informs how learning is planned, designed, delivered and supported. It speaks to our intent to place the student at the heart of what we do, and is manifested through our desire for graduates who have developed ethical and critical skills, comprehensive discipline knowledge, and the interpersonal, cultural and entrepreneurial attributes and desire for learning required for resilient futures as citizens of Aotearoa New Zealand and the Pacific, and as global citizens.

These values have been aligned with Te Kunenga Ki Pūrehuroa Massey University's Strategy 2022-2027, the University Graduate Profile, the Climate Action Plan 2021-2030 and key University initiatives, in particular Pūrehuroatanga, through the identification of four key goals:

- To deliver excellent learning experiences
- To meet our Tiriti o Waitangi commitments
- To work with students as partners
- To invest in staff development and capability



How our values inform our practice

OUR GOALS AND ASSOCIATED OBJECTIVES

To deliver excellent learning experiences, by:

1. Developing high-quality curricula that align with our Te Tiriti commitments and which support the acquisition of transdisciplinary and transferable skills, and which create environmentally aware and climate-literate graduates.
2. Supporting course design and planning that is quality-assured, contemporary, flexible, and student-centred.
3. Embedding sustainable and constructively aligned assessment approaches which provide students with information for learning as well as providing authenticated information on learning for the organisation.
4. Providing work-integrated learning (WIL) and entrepreneurial and enterprise opportunities for all students while creating meaningful partnerships with industry, and with Mana Whenua, whānau, hapū and iwi, as well as Pacific Peoples and other stakeholders.
5. Exposing students to different knowledge systems, in particular mātauranga Māori, as strategies for understanding and addressing local, regional and global challenges and sustainability goals.
6. Enriching the Māori student journey through an emphasis upon whakawhanaungatanga and manaakitanga in ways that also promote and enable access to Te Reo and Tikanga Māori.
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.

To meet our learning and teaching Te Tiriti o Waitangi commitments, by:

8. Supporting Māori students to succeed as Māori in local, national and global contexts.
9. Building on existing foundations of Māori learner success through an enhanced focus on engagement with mana whenua, whānau, hapū and iwi, and expanded provision of Māori learner support at all levels; continually reducing barriers and impediments for access to and participation in education.
10. Harnessing Māori academic success and excellence through Kaupapa Māori models of support (building further on existing provisions).
11. Building staff knowledge in te Reo, te ao Māori and Te Tiriti o Waitangi, and how to incorporate this knowledge into teaching and learning practices and curricula, and how to appropriately support Ākonga Māori.
12. Enabling all students to graduate with a high level of knowledge and deep understanding of Te Tiriti o Waitangi.

To work with our students as partners, by:

13. Understanding and delivering to the needs and ambitions of our prospective students, existing students and their whānau.
14. Providing whole-of-institution, whole-of-student, systematic student support that recognises their learning environments (on campus, blended or online), different stages of their lives and learning.
15. Enabling decisions affecting students to include and be influenced by students.

To invest in staff development and capability, by:

16. Investing in our early career academic staff, supporting the development of their teaching skills, and ensuring workloads allow for development of their research careers and civic leadership contributions.
17. Building staff confidence in and knowledge of:
 - working with students as partners.
 - working with hapū, iwi and Māori entities as partners.
 - Pacific worldviews; how to incorporate them into teaching and curricula; and how to appropriately support Pacific learners.
 - the university's sustainability and climate action goals.
 - digital skills capability.
18. Providing staff learning opportunities for te reo Māori me ōna tikanga.

OUR PLAN

TO DELIVER EXCELLENT LEARNING EXPERIENCES

Objectives	Actions	Timeline	Responsibility
1. Developing high-quality curricula that align with our Te Tiriti commitments and which support the acquisition of transdisciplinary and transferable skills, and which create environmentally aware and climate-literate graduates.	1.1 Embedding learning and teaching approaches, regulations and procedures that give effect to our Te Tiriti priorities and Anga Paerangi.	Underway Complete Q4 2023	ODVCM, P&C, Colleges, GRS
	1.2 Implement Curriculum Mapping tool in CM	Start Q4 2023 Complete Q2 2026	CET, ITS
	1.3 Develop detailed curriculum maps for all programmes showing development of discipline knowledge and skills; Te Ao Māori; assessments; appropriate academic and co-curricular skills; WIL; sustainability and climate action knowledge and skills; and alignment to University Graduate Profile.	Start Q3 2023 Ongoing	Colleges, PDs, CET, LTC, ITS
2. Supporting course design and planning that is quality-assured, contemporary, flexible, and student-centred.	2.1 Refresh programme and course design standards/expectations to support the development, maintenance and assurance of coherent and high-quality programmes and courses.	Underway Complete Q4 2023	CET, LTC
3. Embedding sustainable and constructively aligned assessment approaches which provide students with information for learning as well as providing authenticated information on learning for the organisation.	3.1 Revise the university assessment handbook.	Complete Q1 2024	CET, LTC
	3.2 Implement programmatic approach to assessment, including assessment mapping and identification of key student authentication activities.	Complete Q2 2026	LTC, PDs
	3.3 Develop and implement approaches to promote academic honesty to students at all levels of study, and to maintain standards of academic integrity across the University.	Ongoing	LTC, Colleges, CET, GRS
4. Providing work-integrated learning (WIL) and entrepreneurial and enterprise opportunities for all students while creating meaningful partnerships with industry, and with mana whenua, whānau, hapū and iwi, as well as Pacific Peoples and other stakeholders.	4.1 Develop WIL engagement and quality frameworks to guide the development of meaningful WIL partnerships	Complete Q2 2024	LTC (WILWG), ODVCM
	4.2 Implement new student placement management system.	Underway Complete Q1 2024	LTC (WILWG)

ITEMS UNDER WAY

Darker tint indicates items already under way as part of the Pūrehuroatanga initiative.

ABBREVIATIONS

CET	Centre for Education Transformation	ITS	Information Technology Services
CCs	Course Coordinators	LTC	Learning and Teaching Committee
GRS	Graduate Research School	PSS	Pacific Student Success

Objectives	Actions	Timeline	Responsibility	
5. Enriching the Māori student journey through an emphasis upon whakawhanaungatanga and manaakitanga in ways that also promote and enable access to Te Reo and Tikanga Māori.	5.1 Increase capacity to provide various types of support (pastoral, academic, tikanga and te reo Māori) to meet ākonga needs at all levels of study, particularly for ākonga Reo Māori tuatahi – learners whose first language is te reo Māori.	Ongoing	ODVCM, P&C, Colleges, GRS	
6. Exposing students to different knowledge systems, in particular mātauranga Māori, as strategies for understanding and addressing local, regional and global challenges and Sustainability Goals.	6.1 Work with mātauranga Māori and Indigenous Knowledge experts to embed understanding of different knowledge systems across programmes.	Q1 2026	Colleges, PDs, ODVCM, PSS	
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.	7.1 Implement the University Student Wellbeing and Safety Framework.	Q2 2024	SE, Colleges	
	7.2 Ensure all curricula and co-/extra-curricular activities are designed and evaluated against criteria of inclusivity, wellbeing and safety.	Q2 2025	Colleges, CET	
	7.3 Extend Course Incubator model and provision of learning design and student support resources for the redesign and delivery of high-impact courses.	Q3 2023	CET	
	7.4 Support and resource networks of Associate Deans Māori and Associate Deans Pacific across colleges	Ongoing	Colleges, ODVCM, PSS	
	7.5 Implement the Disability and Inclusion Action Plan	The extent of this work requires that details are contained in a separate plan.		
	7.6 Map and enhance prospects journey including upgrading CRM to better ensure prospects are receiving relevant and timely information and support	Q3 2023	SE	
	7.7 Design and implement the student readiness and transitions programme.	Ongoing	SE, CET, PACE, Colleges	
	7.8 Continue to develop data to proactively support students and their academic achievement, this includes further predictive data models and prescriptive models being developed.	Ongoing	SE	

ODVCM	Office of the DVC Māori	PDs	Programme Directors	WILWG	Work Integrated Learning Working Group
P&C	People and Culture	SLT	Senior Leadership Team		
PACE	Professional and Continuous Education	SE	Student Experience		

TO DELIVER EXCELLENT LEARNING EXPERIENCES (CONT.)

Objectives	Actions	Timeline	Responsibility
7. Embedding a culture of safety and inclusion that responds to the diverse needs of all our students by removing historic and institutional barriers to participation and success and providing targeted, and proactive and data-driven support for ākonga.	7.9 Develop and implement learning analytics intervention framework to clarify intervention options and responsibilities at a course and programme level; incorporate learning analytics into a quality framework and ensure the safe and ethical use of data.	Complete Q4 2023	Colleges, SE, ODVCM, PSS, CET
	7.10 Complete and rollout Student Programme Planner tool	Q1 2024	SE, ITS
	7.11 Deliver on Student Personalised Timetable project	Q4 2023	ITS
	7.12 Continue to refine and coordinate proactive student support methods and interventions across the University	Ongoing	SE, Colleges, CET
	7.13 Review provision of student course advice across the student journey	Q2 2023	SE
	7.14 Extend the use of Open Education Resources, including Open Textbooks	Ongoing	Library, CET
8. Supporting Māori students to succeed as Māori in local, national and global contexts.	8.1 Increase provision of Mātauranga Māori and Mātauranga Māori-centred pathways for learning and teaching, including modes of delivery where te reo Māori and Tikanga Māori take precedence.	Ongoing	ODVCM, Provost, Colleges
9. Building on existing foundations of Māori learner success through an enhanced focus on engagement with mana whenua, whānau, hapū and iwi, and expanded provision of Māori learner support at all levels; continually reducing barriers and impediments for access to and participation in education.	9.1 Provision of additional numeracy and literacy support for Māori students.	Q1 2023	ODVCM
	9.2 Develop Māori student mentors (kaihāpai) and support mentoring programmes.	Ongoing	ODVCM
	9.3 Engaging with the tertiary education provision priorities, needs and aspirations of mana whenua, whānau, hapū and iwi.	Ongoing	ODVCM, Provost, Colleges

Objectives	Actions	Timeline	Responsibility
10. Harnessing Māori academic success and excellence through Kaupapa Māori models of support (building further on existing provisions).	10.1 Develop partnerships with external organisations to create and fund awards that recognise and encourage Māori student success.	Ongoing	ODVCM
	10.2 Growing the capacity and capability of the University's Māori academic and professional workforce and building pathways that enhance the development and trajectory of this workforce.	Ongoing	ODVCM, SLT, P&C, Colleges
11. Building staff knowledge in te Reo, te ao Māori and Te Tiriti o Waitangi, and how to incorporate this knowledge into teaching and learning practices and curricula, and how to appropriately support Ākonga Māori.	11.1 Mandate Tiriti training and development for all staff.	Q3 2023	Provost, ODVCM, P&C
	11.2 Systematic investment in staff development and capability extension, including of Te Reo Māori, and supporting the incorporation of Te Reo and Te Tiriti into teaching	Ongoing	Provost, ODVCM, P&C
12. Enabling all students to graduate with a high level of knowledge and deep understanding of Te Tiriti o Waitangi.	12.1 Include knowledge and understanding of Te Tiriti o Waitangi in all programme graduate outcomes.	Q2 2024	Colleges, PDs

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ABBREVIATIONS

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GRS	Graduate Research School	PSS	Pacific Student Success

ODVCM	Office of the DVC Māori	PDs	Programme Directors	WILWG	Work Integrated Learning Working Group
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PACE	Professional and Continuous Education	SE	Student Experience		

TO WORK WITH OUR STUDENTS AS PARTNERS

Objectives	Actions	Timeline	Responsibility
13. Understanding and delivering to the needs and ambitions of our prospective students, existing students and their whānau.	13.1 Improve student surveying and feedback mechanisms	Q2 2024	CET
	13.2 Embed use of our CRM Case Management Tool	Ongoing	SE
	13.3 Develop Student Voice and Partnership Framework	Q2 2023	SE
14. Providing whole-of-institution, whole-of-student, systematic student support that recognises their learning environments (on campus, blended or online), different stages of their lives and learning.	14.1 Embedding a systematic framework for in-course student support and learning interventions, connecting information gathered from these into course and programme continuous improvement processes.	Ongoing	SE
15. Enabling decisions affecting students to include and be influenced by students.	15.1 Revise and implement a cross University Complaints Management Process/Policy	Q2 2023	SE
	15.2 Develop and implement a student centric complaints management system and reporting	Q2 2023	SE

TO INVEST IN STAFF DEVELOPMENT AND CAPABILITY

Objectives	Actions	Timeline	Responsibility
16. Investing in our academic staff, supporting the development of their teaching skills, and ensuring workloads allow for development of their research careers and civic leadership contributions. Key focus areas include building staff confidence in and knowledge of: a. working with students as partners. b. working with hapū, iwi and Māori entities as partners. c. Pacific worldviews; how to incorporate them into teaching and curricula; and how to appropriately support Pacific learners. d. the university's sustainability and climate action goals. e. digital skills and capability.	16.1 Implement compulsory introductory teaching course for all staff new to teaching	Pilot Q3 2023	CET
	16.2 Extending capacity and capability building, as well as career pathways for our Pacific Peoples staff.	Ongoing	PSS, SLT, P&C, Colleges
	16.3 Extend teaching communities of practice	Ongoing	CET
	16.4 Increase suite of self-service teaching professional development	Ongoing	CET
17. Providing staff learning opportunities for te reo Māori me ōna tikanga.	17.1 Resource the development and delivery of appropriate cross-university professional development	Q1 2025	SLT, Colleges, P&C, ODVCM

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