

model for effective learning



model

for effective learning



This model guides EIT in being an effective teaching and learning organisation.

Kia hikurangi ai te wawata
Realise your dreams

Papawhariki te Tahu o Whare Korero
through inspired learning

The literal translation of Kia hikurangi ai te wawata is Let your dreams be as high as Hikurangi; indicating a sense of striving, aspiring, dedication and commitment to achieve one's goals. In context goals are achieved through education.

Learning
Is an experience that has value and leads to personal change.
(Has value; Is an experience; Leads to a transformation)

Environment
All these elements are essential and work together to support effective learning.

The Journey
The EIT Model for Effective Learning originated from an all staff half-day retreat in February 2007. Staff were asked 'what contributes to effective teaching and learning at EIT?' The material collected from this half-day was then further developed with many focus groups from within EIT. Through this process the model has incorporated a broad cross section of EIT staff. In 2010 EIT merged with Tairāwhiti Polytechnic in Gisborne and reviewed the model again across both campuses. In 2013 an improved model was launched as a result of this review adding and refining content from the input of staff from both campuses. It is dynamic and will deliberately evolve and change over time as our own learning occurs.

Philosophy
The Model for Effective Learning guides EIT's decisions around teaching and learning. The Model identifies effective learning as having value, being an experience and leading to a positive transformation. It describes EIT as providing an environment where all people can flourish. Through this Model EIT positions itself as a learning organisation, acknowledging the value of effective learning for students, staff and the entire organisation. Everyone in the organisation demonstrates a commitment to the Treaty of Waitangi; is committed to behaving with integrity and being responsive to the diverse communities that they serve.

- The Learner**
Learners contribute to effective learning by:
- Asking questions and seeking assistance
 - Seeking support for themselves
 - Being reflective
 - Being prepared to engage and learn with others
 - Creating adequate time for themselves to engage in the learning
 - Networking with other people and organisations outside the immediate environment
 - Going outside their comfort zone
 - Dedicating themselves to their learning and being committed to succeed
 - Being open to opportunities, new ideas and continuous learning
 - Being aware of their whakapapa
 - Respecting and valuing others
 - Being adaptable to different learning environments



model

for effective learning

This model guides EIT in being an effective teaching and learning organisation.

The Teacher

Teachers contribute to effective learning by:

a) Building Relationships that demonstrate:

- Knowing the student
- Interest in the learner's development
- Accessibility and approachability
- Sharing of expertise and experience
- Inclusiveness
- Their passion for teaching and learning to inspire learners
- Sharing good practice with colleagues
- Creation of a safe learning environment
- Provision of pastoral care
- Openness to all cultures through the creation of a culturally responsive environment
- A connection to industry and the community
- Acknowledgement of the values of whanau/family and community

b) Having sufficient Teaching and Learning Expertise to:

- Be effective in guiding and facilitating the learning
- Remain current in subject and teaching knowledge
- Develop a well-designed curriculum
- Create relevant learning activities
- Create a whanau learning community
- Act as a resource person
- Provide constructive feedback to learners
- Recognise and be flexible in meeting the diverse needs of learners
- Set clear objectives and expectations
- Assist with graduate transition
- Draw on research to inform teaching and learning practices

c) Being reflective practitioners who:

- Ask for and respond to feedback
- Build professional networks internally and externally
- Engage in ongoing professional development
- Foster an environment of continuous improvement which encourages critical thinking
- Know how effective their teaching is through evaluating own practice
- Utilise and engage in research to extend discipline area knowledge (See EIT's Model for Research <http://staffnet/employee/FormsandTemplates/EIT%20Model%20of%20Research.PDF>)



This model guides EIT in being an effective teaching and learning organisation.

The Manager

Managers contribute to effective learning by:

a) Building internal relationships through:

- Encouraging professional development and helping staff identify their career and academic goals
- Accepting and understanding the diverse individuals within the team
- Caring for, supporting and empowering staff
- Being open and transparent
- Being accessible and available
- Providing mentoring and coaching
- Making the best use of the strengths of the team members

b) Demonstrating leadership and management through:

- Jointly developing a long-term vision for the team and the programmes
- Inspiring, guiding and empowering the team to achieve a common goal
- Keeping the team up to date and informed
- Maintaining team cohesiveness and cooperation, including effective conflict resolution
- Developing and managing efficient systems
- Acknowledging achievement
- Having educational expertise
- Helping staff to identify their career and academic goals
- Communicating expectations of effective learning
- Allocating and managing resources to maximize teaching and learning effectiveness
- Acting as a role model

c) Being reflective practitioners who:

- Engage in ongoing professional development
- Ask for and respond to feedback
- Provide feedback to colleagues
- Know how effective they are as managers and leaders through evaluating their own practice
- Foster an environment of continuous improvement

d) Building external relationships that:

- Ensure that stakeholders are continuously being involved



This model guides EIT in being an effective teaching and learning organisation.

The Peer

Peers contribute to effective learning by:

- Sharing resources and information
- Collaborating with other learners
- Networking with other learners
- Having a positive attitude and setting an example for others
- Learning from the diverse range of learner colleagues

The (Potential) Employer

Current employers contribute to effective learning by:

- Providing meaningful learning experiences for learners
- Providing feedback on the learner's progress
- Providing expert knowledge to teachers and learners
- Offering employment and career development opportunities
- Being available as a mentor
- Being a financial resource
- Demonstrating interest in the learner and their learning
- Providing input into desired graduate profiles
- Provide feedback on programmes

Potential employers contribute to effective learning by:

- Offering skill and knowledge development opportunities
- Providing relevant and safe real-world learning experiences
- Sharing expert knowledge with teachers and learners
- Providing input into desired graduate profiles
- Offering resources to encourage learning, e.g. scholarships
- Providing research funding

The Whanau/Family

Contribute to effective learning through:

- Accepting the learner's decision to engage in learning
- Creating time and space for the learner
- Encouraging the learner by removing barriers
- Demonstrating an interest in the learning
- Reinforcing the value of learning
- Supporting the learner
- Celebrating success
- Providing direct support (e.g. financial, dependent care, transport)
- Acknowledging whakapapa
- Manaakitanga
- Providing spiritual guidance
- Being a role model
- Embracing change

The Systems and Processes

Contribute to effective learning by being:

- Supportive and guiding desired practice
- Relevant and meaningful for the individual and the organisation
- Reviewed regularly, kept current and well maintained
- Appropriate to the context and reflecting the unique learning environment
- Coherent, consistent and reliable
- Fit for purpose, relevant and easily accessible
- Developed in consultation that leads to agreement
- User friendly
- Clearly communicated and integrated across the organisation



This model guides EIT in being an effective teaching and learning organisation.

Allied Staff and Services

The services that support effective learning include but are not limited to:

Marketing and Registry services; Health services; Information services (Library and IT); Learner Support services (e.g. learning services, academic, chaplaincy, Pouwhirinaki, disability, careers, Students' Association, child care); Secretarial and Technician services; Financial and Human Resources services; Facilities services (e.g. teaching spaces, catering, transport, learner accommodation); Staff Development services. Most of these services are provided by allied staff.

Allied staff and services contribute to effective learning by being:

- Reliable, responsive, relevant, consistent and timely
- Current and using up-to-date resources
- Trained and competent
- Learner focused, welcoming, caring, inclusive and empowering
- Effective communicators
- Engaged in continuous improvement
- Well-informed about programmes
- Welcoming and accessible
- A source of knowledge and information
- Flexible and effective
- Sustainable
- Contemporary and progressive

Curriculum Design

Contributes to effective learning by:

- Aligning with students' needs and goals
- Contributing to clear pathways and outcomes
- Aligning instructional strategies with objectives and assessments
- Incorporating real world and student-centred learning activities
- Incorporating a range of different teaching strategies to meet the diversity of learner needs
- Being achievable and realistic for learners, teachers and the organisation
- Being reviewed regularly
- Current and flexible
- Incorporating advances in teaching and industry technologies and practices
- Aligning locally and globally with the needs of industry, community and government

The Learning Resources

Contribute to effective learning by:

- Aligning with learning activities, the curriculum and current industry practice
- Being fit for purpose
- Being of high quality, contextually appropriate, in good working order and up-to-date
- Engaging learners and enhancing the learning
- Catering for learner diversity
- Being accessible to the learner and the teacher
- Facilitating active learning



This model guides EIT in being an effective teaching and learning organisation.

The Environment

(The environment encompasses (but is not limited to) the physical, natural and technological environment)

Contributes to effective learning by:

- Being equitable across sites
- Being available as the learning requires it
- Being resourced to maximise the learning experience
- Having appropriate spaces for students and staff
- Being safe and easily accessible
- Having a bio diverse and pleasant natural environment
- Reflecting sustainability values
- Providing safe cyber and online environments

Local/Regional Community

Contributes to effective learning by:

- Sharing their needs and values
- Actively contributing to consultation processes
- Engaging with the organisation
- Encouraging learners by removing barriers
- Inspiring and motivating learners
- Manaakitanga
- Providing assistance with Tikanga
- Supporting learners
- Providing spiritual guidance

