
Education Values and Principles

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COLLABORATIVE EDUCATIONAL VALUES FOR GUIDING TEACHING AND LEARNING

CAPABILITY BUILDING

Our approach to learning and teaching builds on the assumption that students have the ability and resourcefulness to advance towards their personal, vocational, professional and/or community orientated goals.

ACCESSIBILITY

Our framework of flexible learning opportunities, proactive support mechanisms and administrative processes facilitate and simplify access for students at all levels of achievement.

COMMUNITY

We recognise the community as a principal learning environment and value education as a shared endeavour involving staff, students, and the wider community.

RESOURCEFULNESS

We encourage our students to become resourceful, creative, innovative and intellectually independent life-long learners.

EXCELLENCE

The pursuit of excellence in students' learning is supported by best practice in teaching, and informed by appropriate applied research and exemplary workplace practices.

DIVERSITY

Our programmes and learner-centred delivery methods fully and consistently reflect learner diversity.

FAIRNESS

Progression along our educational pathways is ensured by fair, transparent and appropriate assessments methods and constructive feedback to students.

COLLABORATION

Our collaborations with regional and national partners aim to share good practices and to facilitate the transferability of credits.

COLLABORATIVE EDUCATIONAL VALUES FOR GUIDING TEACHING AND LEARNING WITH CONTEXT

CAPABILITY BUILDING

CONTEXT: *The Institutes of Technology and Polytechnics (ITPs) offer courses and programmes that are primarily vocationally oriented and relevant to their communities. The ITPs provide educational pathways towards a broad range of qualifications.*

Our approach to learning and teaching builds on the assumption that students and staff have the ability and resourcefulness to advance towards their life (personal, vocational, professional and/or community orientated) goals.

ACCESSIBILITY

Context: *To allow prospective students to acquire the knowledge and skills appropriate to their life goals, a coherent framework of progressive and flexible educational opportunities is offered. ITPs aim to develop and support successful modes of transition into the adult-learning environment and to increase awareness of tertiary training options for students from a wide range of backgrounds.*

Our framework of flexible learning opportunities, proactive support mechanisms and administrative processes facilitates and promotes ease of access for students at all levels of achievement.

COMMUNITY

Context: *ITP students have a strong focus on the work place and an engagement with the work place or connected community.*

The organisation creates a learning community wherein the multi-lateral partnership is seen by the learner as real and balanced, and based on constructive relationships with the wider community.

We recognise community engagement as important, and we value education as a shared endeavour involving staff, students, and the wider community.

RESOURCEFULNESS

Context: Lifelong learning is central to the mission of every ITP and the foundations for lifelong learning are set from the start of ITP study. By engaging students as partners in a flexible learning process they gain an increasing level of intellectual independence that enables them to become lifelong learners and to stay adaptable, creative and resourceful in their responses to an ever changing employment environment.

We encourage our students to become resourceful, creative, innovative and intellectually independent life-long learners.

EXCELLENCE

ITPs acknowledge and celebrate teaching that fosters self-motivated learning, intellectual independence and high levels of student achievement. Important for students is the example of teachers who, as lifelong learners engaged in appropriate research and professional development activities, consistently strive for workplace excellence.

The pursuit of excellence in students' learning is supported by best practice in teaching, and informed by appropriate applied research and exemplary workplace practices.

DIVERSITY

Aotearoa New Zealand is a diverse society and this is reflected in the student populations attending ITP institutions. Students from different ethnicities approach learning differently, as do those with disabilities. ITP programmes and learning methods need to be sufficiently flexible and expansive to allow students from all cultures and abilities to find the means to express themselves and have their ideas, their experiences, their references and examples understood and valued. Learning environments that are supportive of a range of perspectives allow graduates to develop meaningful professional relationships within a global workforce.

Our programmes and learner-centered delivery methods fully and consistently reflect learner diversity.

FAIRNESS

Teaching and learning within the ITP sector is guided by principles of natural justice, fairness, honesty and good faith, reflected in systems and procedures that are transparent and appropriate to each qualification sought.

Progression along our educational pathways is ensured by fair, transparent and appropriate systems and processes to support teaching and learning methods and enable constructive feedback to students.

COLLABORATION

ITPs have voluntarily committed themselves to both regional and national partnerships that facilitate the sharing of best practices and the joint development and maintenance of programmes including common approaches to academic quality assurance. These initiatives will facilitate the mobility of students between institutions and allow for greater flexibility as they negotiate their educational pathways.

Our collaborations with regional and national partners aim to share practices practices and to facilitate the transferability of credits.

These principles are applied to collaborative projects.

1 A Relevant and Adaptive Curriculum that contributes to effective learning.

The ITP aims to create and maintain programmes that:

- 1.1. support the development of a coherent body of knowledge and related skills appropriate to the aim of the course and/or programme and align with students' needs and goals
- 1.2. support the development of identified generic skills, including literacy and numeracy, appropriate to the course and/or programme level
- 1.3. provide students the opportunities to achieve the capabilities identified and valued by key stakeholders
- 1.4. apply current educational theory, best practice and the approved policies of the ITP to the benefit of students
- 1.5. give life, meaning and application to Te Tiriti o Waitangi
- 1.6. support students in developing intellectual independence and guide them as lifelong learners and effective problem solvers
- 1.7. support teaching informed by relevant fields of research
- 1.8. encourage students to incorporate into their learning a variety of perspectives drawn from the global international community
- 1.9. maximise educational outcomes through collaboration within and across institutions
- 1.10. provide clear academic expectations and quality standards for staff, students and other key stakeholders including moderators
- 1.11. are flexible, sustainable, outcome focussed and evaluated regularly
- 1.12. include fair and transparent assessment procedures appropriate to the level of each qualification

2. A Commitment to Empowerment through Learning

The ITP aims to create and maintain a learning context that

- 2.1. encourages the students to engage in and to be active participants in the learning process
- 2.2. fosters conceptual understanding as well as subject knowledge
- 2.3. is continually enriched with feedback from and input by employers, graduates and other stakeholder groups on the skills and attributes which are currently relevant to them and those which they anticipate will be important in the future
- 2.4. stimulates positive attitudes to innovation, adaptability and the concept of lifelong learning

3. A Flexible, Responsive and Inclusive Learning Context

The ITP aims to create and maintain a learning context that

- 3.1. offers choice in educational delivery to its students
- 3.2. offers educational opportunities through a range of pathways within programmes and between complementary programmes
- 3.3. incorporates a range of teaching and learning strategies in recognition of the diversity of student backgrounds and needs
- 3.4. offers a range of educational experiences that are inclusive and respect the cultural backgrounds of individual learners
- 3.5. will support and encourage successful transition from schooling; providing students with an increased awareness of tertiary training options open to them

4. A Supportive Environment

The ITP aims to create and maintain a learning environment that

- 4.1. embraces *Te Tiriti o Waitangi* and institutional partnerships with iwi.
- 4.2. is safe, free of harassment and provides the best quality space for teaching and learning that available resources permit.
- 4.3. includes quality learning resources and technologies

- 4.4. provides an integrated range of appropriate initiatives to support staff in the development of their teaching, applied research and/or scholarship and the maintenance of their practice competencies
- 4.5. is exemplified by mutual respect between students and their teachers