

# Hei Mahi: Areas of Activity

A1

## Design and plan learning activities and/or programmes of study

**Auaha** (creative approaches)

Creative and innovative approaches to enable learner's potential in programmes of study.

**Taonga tuku iho** (intrinsic talents)

Acknowledging learners' unique talents and skill as being valuable and aligning learning styles to their strengths.

## Assess and give feedback to learners

**Whakamana** (empower)

Feedback to learners should be constructive and also empowering.

**Whakamārama** provide the knowledge of the process that enables the learner to understand and further develop their knowledge and understanding. Providing timely feedback to students.

A3

A2

## Teach and/or support learning

**Ako** (learning and teaching)

Ako represents the co-learning between teacher and learner including role-reversal (teacher can be the learner, learner can be the teacher).

**Āwhina** (Support)

Continuous support in and out of the learning space.

## Develop effective learning environments and approaches to student support and guidance

Effective learning environments should be:

**Āhurutanga** (establishing and maintaining a safe haven)

**Manaakitanga** (nurturing and hospitable)

**Whakawhanaungatanga** (building meaningful and positive relationships)

**Wairuatanga** (mindful and open to other beliefs and values)

**Whakamana** (empowering learners)

A4

A5

## Engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices

**Titiro ki muri, haere whakamua**

One must look to the past and acknowledge those who have gone before them to guide them the way forward into the future.

Ako Aronui

Framework

Māramatanga  
Core knowledge

Ngā Uara  
Professional values

K1

### The subject material

**Kaupapa**

The subject, content and its impact on various contexts.

K2

### Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme

**Poutama**

Scaffolded levels involved in the learning process.

K3

### How students learn, both generally and within their subject/ disciplinary area(s)

**Whanaungatanga** (Relationships)

Learners learn through responsive and reciprocal relationships with people, places, and things.

K4

### The use and value of appropriate learning technologies

**Wānanga** (Spaces of discovery)

Appropriate use of learning technologies that enhances the learning experience.

K5

### Methods for evaluating the effectiveness of teaching.

**Titiro, whakarongo, nohopuku**

Looking, listening, observing to gain understanding of your teaching and the development of your learners.

K6

### The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching

**Tohungatanga**

Evaluation of, and critical self-reflection on, the relationship between your unique teaching practices and local, national and international contexts in which higher education operates.

### Respect individual learners and diverse learning communities

**Kōtahitanga**

Respect and embrace all cultures and values

### Promote participation in higher education and equality of opportunity for learners

**Whakapiri, whakamana, whakamārama**

Engage, empower and enlighten learners so that they can strive for **tino rangatiratanga** (self determination).

### Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development

**Whakapapa**

Attribute those who have come before you and who influenced you

**Tikanga**

Teaching practice based on a philosophical baseline.

### Acknowledge the wider context in which higher education operates recognising the implications for professional practice

**Tino rangatiratanga mana motuhake**

Acknowledge how your unique practices impact upon local, national and international contexts in which higher education operates..

V1

V2

V3

V4