Te Kunenga ki Pūrehuroa Massey University Teaching Foundations Framework

Introduction

The Te Kunenga ki Pūrehuroa Massey University Teaching Foundations present a shared understanding of teaching practice at the University. They recognise that our practice shapes, and is shaped by, the learning environments and structures in which it occurs, and provide a guide for the enactment of the Anga Paerangi, the values framework that underpins Paerangi, the Learning and Teaching Plan. They also recognise that teaching practice is developmental and ongoing, and thus are positioned as part of the University's development framework, which also includes fellowships and excellence awards.

Purpose of the Teaching Foundations

The Teaching Foundations are designed to promote an holistic and consistent approach to teaching practice and learning design across the institution. They provide staff with clear, integrated guidance, support critical reflection, and anchor teaching practice in evidence-based principles that are consistent with the University's context, strategic priorities and Te Tiriti o Waitangi commitments.

For teachers

The Foundations describe the core practices that all teaching staff are expected to uphold to ensure a consistent and supportive experience for students. They provide a shared reference point for evidencing teaching practice across the University and support professional growth by articulating a clear set of expectations for teaching practice that can guide the development of expertise and provide pathways for critical reflection and continuous development.

For students

The Foundations ensure that all students are supported to attain the attributes outlined in the Massey University Graduate Profile and their qualification, and have a reliable experience of engaging, inclusive and accessible learning. This is essential, given the diverse backgrounds and experiences of our students and the range of disciplines and delivery modes they may encounter

For effective practice

The Foundations support the work of the Programme Committees in implementing the Curriculum Framework and the annual Course Health Checks required by the Qualification Lifecycle Process Policy. They provide teaching staff with a way to evidence that their practice aligns with the University's overall educational goals, policies, and strategic objectives. The foundations also recognise that our teaching practices are framed by institutional systems, resources and leadership, and thus guide investment decisions to support effective teaching practice.

Te Tiriti o Waitangi

The [Kaupapa Here Tiriti o Waitangi - Tiriti o Waitangi Policy](#) guides our teaching practice at Te Kunenga ki Pūrehuroa, requiring that all teaching and course design follow the principles of good

governance, fiduciary duty and partnership in teaching and learning decisions (Article 1), Māori autonomy, authority and self-determination in the learning environment (Article 2), access, participation, equity, and equal outcomes (Article 3), and respect for Māori cultural principles, practices and values within learning environments (Article 4).

Reflecting Te Tiriti o Waitangi in our teaching practice recognises that staff bring diverse cultural backgrounds and perspectives – Tāngata Whenua and Tāngata Tiriti (Pākehā, Tāngata Moana, and Tauiwi) – and that all have interconnected responsibilities under Te Tiriti o Waitangi. Our practices draw on Māori, Pacific, and Western knowledge systems and academic traditions. All staff are expected to support the protection and inclusion of Māori knowledge as led by Māori, and recognise their own cultural perspective. The Foundations emphasises that when Māori ways of knowing and being are included in curriculum and pedagogy, this must be led by or developed in partnership with Māori, guided by those with appropriate whakapapa, expertise, and relationships. The institution's role is to protect, support, and appropriately resource Māori leadership in teaching and learning.

Paerangi, the Learning and Teaching Plan

This document is anchored in Anga Paerangi, the values that underpin teaching and learning at Te Kunenga ki Pūrehuroa Massey University.

Figure 1 Anga Paerangi, the Values Framework
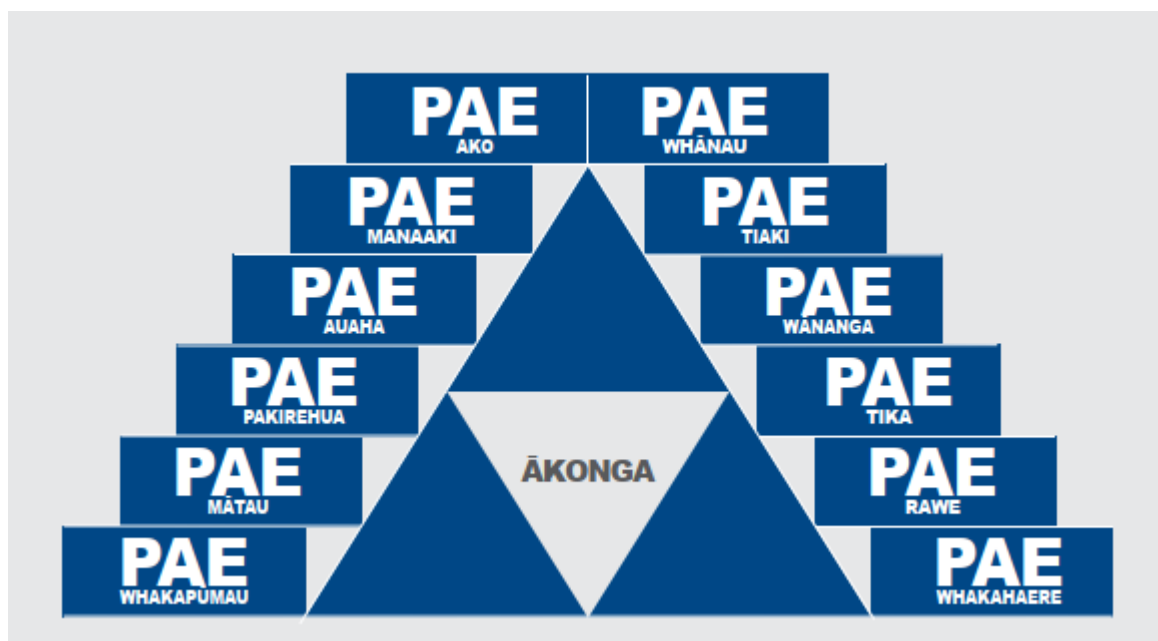
The development of this document furthers the goals outlined in Paerangi, namely:
- To meet our learning and teaching Te Tiriti o Waitangi commitments
- To deliver excellent learning experiences
- To work with our students as partners
- To invest in staff development and capability.
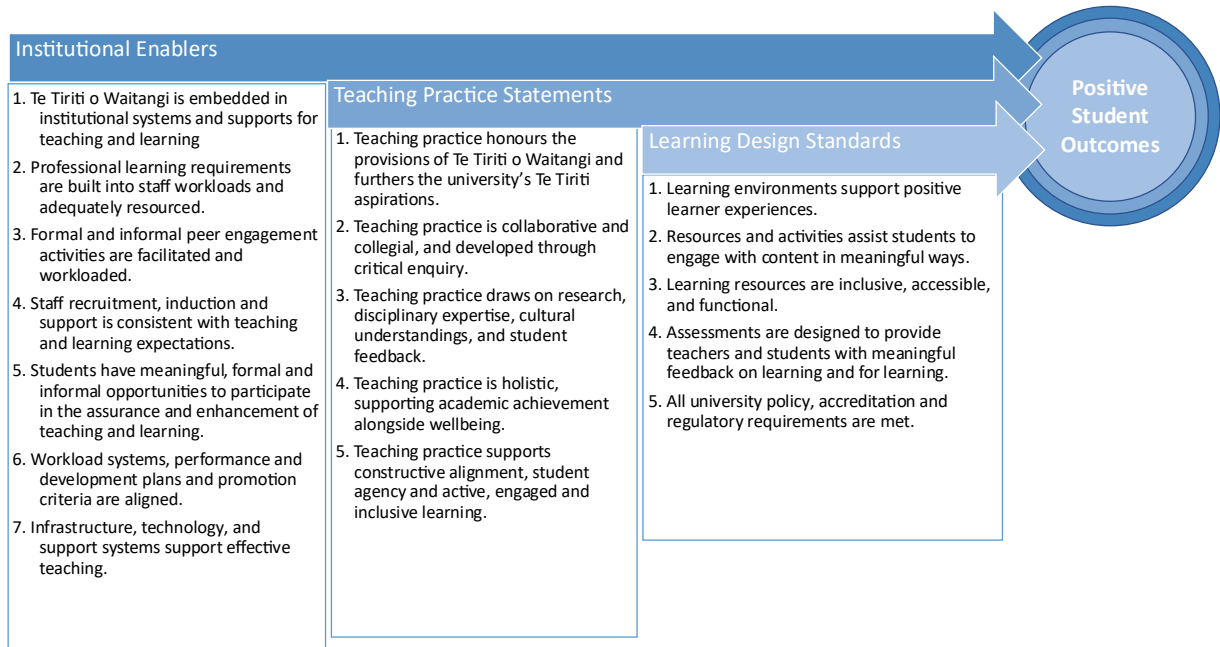
The Foundations of Learning and Teaching

The University identifies three key and interrelated Foundations. The Foundations act as a framework to guide how learning is designed, delivered and experienced. These Foundations comprise of:

1. Institutional enablers
2. Teaching practice statements
3. Learning design standards.

Each Foundation has a series of underpinning criteria, shown in Figure2.

Figure 2. The Foundations

Institutional Enablers

1. Te Tiriti o Waitangi is embedded in institutional systems and supports for teaching and learning
2. Professional learning requirements are built into staff workloads and adequately resourced.
3. Formal and informal peer engagement activities are facilitated and workloaded.
4. Staff recruitment, induction and support is consistent with teaching and learning expectations.
5. Students have meaningful, formal and informal opportunities to participate in the assurance and enhancement of teaching and learning.
6. Workload systems, performance and development plans and promotion criteria are aligned.
7. Infrastructure, technology, and support systems support effective teaching.

Teaching Practice Statements

1. Teaching practice honours the provisions of Te Tiriti o Waitangi and furthers the university's Te Tiriti aspirations.
2. Teaching practice is collaborative and collegial, and developed through critical enquiry.
3. Teaching practice draws on research, disciplinary expertise, cultural understandings, and student feedback.
4. Teaching practice is holistic, supporting academic achievement alongside wellbeing.
5. Teaching practice supports constructive alignment, student agency and active, engaged and inclusive learning.

Learning Design Standards

1. Learning environments support positive learner experiences.
2. Resources and activities assist students to engage with content in meaningful ways.
3. Learning resources are inclusive, accessible, and functional.
4. Assessments are designed to provide teachers and students with meaningful feedback on learning and for learning.
5. All university policy, accreditation and regulatory requirements are met.

Positive Student Outcomes

Together, the Foundations emphasise the reciprocal nature of teaching and learning, and position teaching as a collaborative, deliberative process that supports academic achievement and personal growth. They reflect a commitment to sustainability, inclusivity, and the responsible stewardship of knowledge while also recognising the value of expertise, cultural integrity, and ethical practice.

The Foundations describe a set of expectations that guide teaching practice and course quality enhancement. Matching these expectations helps the University to meet and exceed benchmarks for teaching, learning and staff and student support and to explicitly uphold the University's Te Tiriti commitments. They are prompts to help staff make judgements about their teaching practice, course design, and delivery. The expectations reflect an embedded approach to supporting the success of priority students, including our Māori and Pacific students, and those with accessibility needs. Recognition of the importance of culturally safe classrooms and Universal Design for Learning principles is embedded throughout the expectations, emphasising relationality, collective learning, cultural integrity and holistic wellbeing, as well as an expectation of multiple ways of engagement, representation and expression.

How the Foundations can be used
The Foundations are articulated in the tables below, with their underpinning criteria and statements to help describe the expectations of each. These criteria and expectations may be used:

- by individual staff selecting a specific Foundation or Statement to use as part of a practice self-review
- by individuals and groups such as discipline groups and programme committees, selecting specific Foundations as a focus for professional development
- as a design for learning guide for Course Coordinators

- as part of the Course Health Check and Periodic Course Review processes outlined in the Qualification Lifecycle Process
- by individuals and their managers, as part of collaborative PDP conversations[1]
- to guide the decision-making and prioritisation work of University committees such as Learning and Teaching Committee and Academic Committee (Institutional Enablers).

Foundation 1: Institutional Enablers

These describe the conditions that support meaningful, inclusive, and culturally grounded teaching. They express the values of Paerangi by ensuring that staff are well-prepared, resourced, and supported to uphold ethical, student-centred practices, and that institutional systems reflect commitments to Te Tiriti o Waitangi, equity, sustainability, and the protection of diverse knowledge systems.

1. Te Tiriti o Waitangi is embedded in institutional systems and supports for teaching and learning	
1.1	The University's Te Tiriti commitments and the Kaupapa Here Tiriti o Waitangi - Tiriti o Waitangi Policy are embedded in teaching and learning policies and processes, and guide practice.
1.2	Resourcing and processes ensure that Māori knowledge, language, and pedagogies are protected and supported by those with appropriate expertise.
1.3	All staff participate in professional development to support culturally sustaining, Te Tiriti-honouring practice.
1.4	The University Graduate Profile connects the University's commitment to Te Tiriti o Waitangi to our curricula and teaching practice.
2. Professional learning requirements are built into staff workloads and adequately resourced	
2.1	Expectations for professional learning are clear, reasonable, and aligned with role.
2.2	Time for professional learning is explicitly included in workload models and planning.
2.3	Institutional professional learning offerings are flexible and accessible across locations and modes.
2.4	Professional learning is linked to PDPs.
2.5	Leadership supports sustained development pathways.
3. Peer engagement activities are facilitated	
3.1	Opportunities to engage with peers are seen as a core part of teaching practice.
3.2	Systems are in place for non-evaluative peer interactions, observation of teaching, and mentoring.
3.3	Staff have time and space to connect informally about teaching (e.g., communities of practice).

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[1] Where Foundations are used as part of PDP and promotions processes, they need to be considered in the context of one of the four academic promotion tracks available at Massey, i.e.:
1 Balanced track
2 Teaching scholar track
3 Research and Enterprise track
4 Clinical and Professional Practice track

3.4	Cross-disciplinary conversations are encouraged.
3.5	Māori and Pasifika staff are able to engage in culturally grounded peer spaces.
3.6	Insights gained from peer activities are shared through teaching portfolios, workshops, or staff events.
4. Staff recruitment, induction and support is consistent with teaching and learning expectations	
4.1	Job descriptions clearly align with Teaching Foundations Framework.
4.2	Selection criteria include relevant teaching capabilities and experience.
4.3	Induction processes include teaching expectations and support.
4.4	Teaching-related goals are included in professional development plans.
5. Students have meaningful, formal and informal opportunities to participate in the assurance and enhancement of teaching and learning.	
5.1	Students participate in conversations about new initiatives, quality assurance and improvement via evaluations, surveys, class and committee representation, focus groups, and participation on review panels.
5.2	Results of student participation are reported to students with appropriate commentary and actions.
5.3	Resources are provided to describe processes and pathways for student participation in decision-making and quality assurance.
6. Workload systems, performance and development plans and promotion criteria are aligned.	
6.1	Teaching-related responsibilities and activities (e.g., mentoring, curriculum design, supervision, moderation and peer review) are accounted for in workload allocations.
6.2	Teaching is included in annual review and development conversations (i.e., PDPs).
6.3	Teaching achievements are assessed using appropriate evidence (e.g., impact, scholarliness, leadership).
7. Infrastructure, technology and support systems support effective teaching.	
7.1	Physical and digital teaching spaces are well-supported and maintained and support is easily accessible to staff.
7.2	Teaching support teams (e.g., learning designers, academic developers, learning technologists, librarians, timetabling, assessment services) are available and well-integrated.
7.3	Student support services (e.g., advising and coaching, physical or digital 'help desks', skills training, and self-service resources) are proactive and integrated into learning experiences.
7.4	Investment in technology and infrastructure is informed by teaching needs and staff/student feedback.
7.5	Systems are regularly maintained and upgraded in a planned, transparent way.

Foundation 2: Teaching Practice Statements

These describe the behaviours and approaches that educators are expected to embody. They express the values of Paerangi by promoting respectful relationships, collaborative learning, and the integration of disciplinary expertise with cultural and pedagogical understanding. Teaching is positioned as a holistic and reciprocal endeavour that nurtures both academic achievement and personal development.

1. Teaching practice honours the provisions and principles of Te Tiriti o Waitangi and furthers the University's Te Tiriti aspirations.	
1.1	Māori content is led or developed in partnership with Māori where appropriate.
1.2	Te reo Māori and Māori cultural principles, practices and values are consistently and appropriately embedded in course design and delivery.
1.3	Course design and content reflects the Aotearoa New Zealand context and support Māori knowledge, worldviews, values, and aspirations.
1.4	Strengths-based, respectful, and appropriate language is used to describe Māori systems of understanding.
2. Teaching practice is collaborative and collegial	
2.1	Programmes and courses are planned and co-designed with colleagues, students, communities, and industry stakeholders where appropriate.
2.2	Practice includes sharing of resources and practices with colleagues across and within disciplines and programmes.
2.3	Practice demonstrates willingness to support and mentor colleagues in their teaching.
2.4	Practice includes engagement in communities of practice and peer review of teaching.
3. Teaching practice draws on research, disciplinary expertise, cultural understandings, and student feedback.	
3.1	Critical reflection, peer review, self-assessment and formal teaching evaluations are part of teaching practice.
3.2	Course content and teaching approaches reflect up to date and in-depth disciplinary thinking and pedagogical research.
3.3	Learning outcomes align with relevant accreditation/professional/ disciplinary standards and frameworks.
3.4	Critical engagement with evidence of student learning informs teaching decisions.
3.5	Culturally inclusive teaching practices are evident
3.6	Student voice is solicited, and where appropriate, there is evidence of changes made to teaching based on student feedback.
4. Teaching practice is holistic, supporting student wellbeing alongside academic achievement.	
4.1	Class culture is inclusive, respectful, and culturally safe.
4.2	Communication is empathetic and responsive to student needs and circumstances.
4.3	Teaching demonstrates consideration of students' diverse strengths, lived realities and systemic challenges and is flexible and accommodating where possible.

5. Teaching practice supports constructive alignment, student agency and active, engaged, and inclusive learning.	
5.1	Teaching practices ensure clear alignment between learning outcomes, teaching activities, and assessment tasks.
5.2	Students are supported to understand how the course content, learning activities and assessment are connected and relate to the learning outcomes.
5.3	Content, learning activities and assessments are scaffolded.
5.4	Teaching includes activities that promote discussion, collaboration and critical thinking.
5.5	Teaching supports students to develop capability in managing their own learning progress.
5.6	Feedback, formative tasks, and modelling (e.g., problem-solving, discipline specific writing) are used to help students build confidence and understanding.
5.7	Student participation and learning progress is monitored, and teaching adapted accordingly.
5.8	Assessments enable students to develop and demonstrate their capabilities and provide feedback to students that is helpful, timely and constructive.

Foundation 3: Learning Design Standards

These focus on the structure and delivery of learning experiences at the course and programme level. They express the values of Paerangi by ensuring that learning environments are inclusive, accessible, engaging, and responsive to student needs, and that content and assessment are coherently aligned to support inquiry, creativity, and excellence in learning.

1. Learning environments support a positive learner experience	
1.1	Course content and structure visibly reflect Māori cultural principles, practices and values.
1.2	Courses provide students with authentic opportunities to recognise their own cultural perspectives.
1.3	Courses provide opportunities for students to bring and build on their personal and professional experiences.
1.4	Learning environments support student agency and (where appropriate) choice of learning activities.
1.5	Students have planned opportunities for formal or informal collaborative and social learning (synchronous or asynchronous).
1.6	Course layout and sequencing follow a consistent structure that supports student navigation.
1.7	Learning (sessions, weeks, units, modules) are logically sequenced and organised in ways that are informative to students and consistent across the programme.
1.8	The overall course workload is calculated using the workload calculator (where applicable) and aligns with the course credit value.
1.9	The weekly student workload does not exceed the weekly workload allocation[2].

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[2] For example, in a 15-credit, single semester course delivered over 12 weeks, students' weekly workload should not exceed 12.5 hours. This means that (for example) lecture schedules may need to vary in assessment weeks in order to ensure student workload does not exceed the 12.5 hours.

1.10	Students are welcomed into the course by the course coordinator.
1.11	Relevant teacher-student communication takes place regularly and at least weekly.
1.12	Course information clearly states expected response times to student queries, which should be no longer than 2 working days.
1.13	Support services and how to access them are introduced to students within study-relevant (task-relevant) context.

2. Resources and activities assist students to engage with content in meaningful ways.

2.1	Students are supported, within the weekly course workload, to develop the institutional, academic, information and digital literacies and transferable 'soft' skills necessary to achieve the learning outcomes.
2.2	Students have opportunities to practise reflection /metacognition through evaluation of their own and/or peers' performance.
2.3	Students have regular opportunities to receive formative feedback, including an early activity to provide them with feedback on their readiness for the course.
2.4	Course content is organised into manageable segments or modules that are helpfully labelled.[3.]
2.5	Each module has learning objectives that are aligned to the course learning outcomes and explained in plain language that clarifies any necessary discipline or University jargon.
2.6	Content is presented in a contextualised way that makes its relevance/usefulness/application clear and tied into the rest of the course/programme/discipline/profession.
2.7	The sequence of learning is logical and clearly structured guidance helps students move from what they can do with assistance to what they can do independently.
2.8	Resources are current and presented in ways that explain to students what they will be learning, what they need to do, what order they should do it in, and what resources they need to use.
2.9	Course resources are designed to engage learners effectively, drawing on affordances of the delivery mode and available tools.
2.10	A variety of resource formats and learning activities cater to students with a range of backgrounds, learning preferences and strengths.
2.11	Students are provided with guidance about how to select formats and activities that are best for them so they don't receive the impression that all formats and activities are compulsory.
2.12	There is information on Stream about how long a learning or assessment activity should take..
2.13	Progress tracking tools are enabled in Stream.
2.14	Learning analytics provide students with insights into their learning.
2.15	Supplementary readings and activities are clearly labelled, and students are given guidance about why they might want to engage with these activities.

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[3] For example, module labels include the module content (so, "Module 1: The background to the Napoleonic Wars", instead of just "Module 1").

2.16	Students are actively connected to information and opportunities to get help and access support services.

3. Learning resources are inclusive, accessible, and functional.	
3.1	Language used is consistently appropriate and inclusive.
3.2	Resources and activities reflect diverse perspectives.
3.3	Course materials are designed and presented to reduce cognitive load (e.g., use consistent fonts and colours, have good contrast, and employ navigation and layout styles that support readability).
3.4	All core /compulsory video material is accompanied by closed captions[4].
3.5	Audio and supplementary video material is accompanied by a transcript.
3.6	Audio is clear and delivered at an appropriate pace and volume.
3.7	All reading material is accessible to a screen reader.

4. Assessments are designed to provide teachers and students with meaningful feedback on learning and for learning.	
4.1	Assessments are peer-reviewed or moderated to ensure that assessment types are appropriate to the learning activity and student level and aligned to the learning outcomes; support/scaffold learning; and progress logically in difficulty and complexity across the semester.
4.2	Students are enabled to submit assessments and sit exams in Te Reo Māori or New Zealand Sign Language.
4.3	Assessment instructions are written (i.e., not only available in video format) and in plain language, with a clear separation between guidance, tips, etc., and the topic instructions.
4.4	Each assessment includes an estimated time commitment aligned with course workload planning.
4.5	For undergraduate courses, the total assessment workload makes up approximately one third of the total course workload.
4.6	Assessments are scheduled so that students have sufficient time to learn from and apply feedback from early assessments to subsequent assessments ('feed forward').
4.7	Exemplars and support resources are provided to guide students unfamiliar with task requirements.
4.8	Assessments are designed in consideration of the affordances and risks of GenAI and the AI Use Framework.
4.9	The University's academic integrity and GenAI policies are explained within the context of the discipline and the specific assessment task.
4.10	Consideration is given to the relationship between the relative weighting of each assessment and the relative contribution of the outcomes it assesses to the overall course learning outcomes.
4.11	Assessment expectations and penalties are clearly stated and consistently applied within the course, and are in line with programme expectations.

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[4] Closed captions are preferable to transcripts, especially in videos where activities and demonstrations are taking place, as a transcript requires the student to split attention between two resources.

4.12	Rubrics are aligned to the learning outcomes and demonstrate how quality of work is determined.
4.13	Consistency of marking is supported through use of marker training, marking schemes, moderation and grade review.
4.14	Students are supported to understand how and when to act on feedback.

5. All University policy, accreditation and regulatory requirements are met[5]	
5.1	Practice follows university regulations, policies and procedures relating to teaching (e.g., Assessment and examination regulations, Academic Integrity Policy, Academic Integrity Procedures for Managing Student Breaches, Specific Circumstances, Appeals procedures)
5.2	College and university processes for peer review and approval of programme and course structure and content are followed
5.3	Administrative deadlines are met to ensure that appropriate quality procedures can be undertaken (e.g., readings, contact course dates, timetable requirements, examination information, Course Health Check and Periodic Course Review processes)
5.4	All taught courses have an associated Stream site.
5.5	Students are provided with an overview of the learning experience two weeks before the start of semester. This includes • An introduction to the teaching team • Key information about the course that is current and corresponds to the website information (where relevant) • The course aims and learning outcomes • A schedule of learning (Indicative dates/timelines for course topics/modules and assessments, contact workshops) • Any specific skills/technical knowledge or equipment requirements • Participation expectations • Assessment information, including type, weighting, alignment with course outcomes, task descriptions, submission dates, and marking criteria/rubrics (for all assessments except exams). • Strategies to help students to succeed in the course. • Expectations for teacher-student, student-teacher, and student-student communication. • Information about appropriate communication ('Netiquette). • Information about academic integrity and AI use that is contextualised to the course and assessments.
5.6	Dates and locations for contact workshops and block courses are available and correspond to what is advertised on the course web page.
5.7	All course learning materials are delivered via the approved Stream toolkit[6]. (This ensures that the online environment: • is responsive across devices and platforms. • is optimised for differing data speeds • meets current Web Content Accessibility Guidelines.

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[5] Use of Stream addresses most of the criteria under Standard 5.

[6] See current supported tools

	• provides analytics to ensure prompt communication with students who have not engaged at key points, have performed badly on assessments, or have indicated a need for support • protects student data and privacy and informs students about this • complies with University policies and processes.
5.8	The Stream site is designed according to the agreed College template.
5.9	All online learning resources are appropriately formatted and attributed, and copyright compliant.
5.10	All video materials are shared using the University's supported video platform.
5.11	All scans and pdfs of chapters, articles or other copyrighted materials (excluding lecturer's PowerPoints) are shared using eReserve.
5.12	All summative assessments are set up in the Stream gradebook in the correct categories, which are mapped to SMS.
5.13	In recognition that distance learners work according to varying schedules, Stream sites for distance offerings are opened fully at the start of semester unless there is a sound pedagogical reason for controlled release of resources.
5.14	All students have opportunities to provide feedback on their experience in the course and are provided with a response to that feedback.
5.15	Following the completion of the course, the course Stream site is 'frozen' and the course remains available to enrolled students for 3 years [7].
5.16	All college-owned courses are available to all teaching staff within the College (in view-only mode) via the Stream search function to facilitate consistent programme design and effective practice sharing.

Success measures

The Foundations are intended to work together to improve student learning, experiences, and outcomes. Systematically applied, the framework criteria and standards will contribute to measured improvements in:

• Reputation (including among local communities, iwi and hapū)
• Successful course and qualification completion rates
• Retention and progression (including to further study)
• Reduction of risk indicators (e.g., absent fails, special consideration, late withdrawals etc.)
• Course Evaluation Survey (MOST) and Student Experience Survey results
• Student enrolment
• Staff satisfaction
• Reputation (including among local communities, iwi and hapū) and rankings.

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[7] This will be an automated/centrally managed process.