Along the Path and over the Bridge

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Background

In 2011 we underwent a Departmental Review. There were several reasons for this:

- Low success rates
- Low progression rates
- The need for a Level 4 Qualification to provide University Entrance
- Future possibility of needing to incorporate NCEA
- High staff to student ratio
- 21st Century pedagogy was not evident
Learning Communities as Vocational Pathways
Pathway Components

4 X 15 Credit Course = Qualification

Pathways that high math requirements in destination programmes:
2 X Math and 2 X Literacy

Other Pathways
1 X Math and 3 X Literacy
Education Pathway
Education Pathway

The template
• developed to aid us writing new courses from scratch

It enables us to
• plan collaboratively
• scrutinize assessments
• map academic literacies
• pilot new initiatives

• see from student’s perspective
Education Pathway

Scrutinizing assessments
• total amount?
• hot spots?
• early, low stakes, high feedback?
• balance over semester?
• high percentage per assessment too early?
Education Pathway

Mapping academic literacies
- Identified key skills/experiences, eg. Reading, writing, academic skills, research skills, IT, personal & professional development, Matauranga Maori, numeracy

What did we find?
- Major formal writing in 3 courses at same time
- A lot of writing
- No explicit reading
Education Pathway

Our response
• Integrate two formal writing assignments
• Replace one with Reading assignment

Pilots
• Matauranga Maori project
• Maths course opportunities eg Problem-solving, Experiential science
Art and Design Pathway
Art and Design Pathway

• 4 set courses: Creative Arts; Creative Arts Additional; Academic & Career Development; Toi Maori

• Redesigned in 2014 to better respond to diverse students’ needs (mostly under 25 yrs and from priority groups)

• A more collaborative approach → a seamless, coherent programme that places students at the centre of their learning

• Initiatives → better student retention and a dramatic lifting of quality & quantity of student work
Success has been achieved through:

• Increased flexibility of project briefs
• Scaffolded content, skills and methodologies that enable students to experience incremental success
• Improved formative feedback processes and a more responsive system of pastoral care
• Allowing students to develop individual, personalised portfolios
• Establishing clear lines of sight that get students where they want to go
Line of Sight

DIRECT ENTRY INTO

Certificate:
- CDVA (Unitec)
- CUP (Unitec)

Diploma:
- NDAT (Unitec)
- Landscape Design (Unitec)
- Interior Design (Unitec)
- Digital Creativity (Media Design School)
- Animation & Digital Video (Yoobee)

Degree:
- Architecture (Unitec)
- Product Design (AUT)
Celebrating Success
Strengths of Pathway design

- Contextualized learning
- Freedom to work to destination specific requirements
- Freedom to try new projects
- Collegial experience for lecturers, belonging for students
- Wealth of new projects
Some obstacles to overcome

• Pathway VS Curriculum
  • Moderation
  • Consistency in curriculum
• Cohort VS Individual
  • Spiky profiles
• Specialization VS Generalization
  • Progression to next level
  • Equity between pathways
Looking ahead

• MROQ
• Incorporating NCEA to deliver UE
• Partnerships with Secondary Providers - Academies