



Teacher Capability Development at Unitec: A Case Study

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Abstract

This paper explores the Teacher Capability Development (TCD) project at Unitec, which aims to improve kaiako (teacher) professional development and ākonga (student) outcomes through a competency-based approach, applied practice, and the use of digital credentials (badges). The project was evaluated using the Kirkpatrick model, assessing participants' reactions, learning and behaviour, and organisational performance impact. Initially resistant, participants eventually embraced the project, demonstrating its success in addressing their concerns. Participants' learning was evident in their badge submissions, demonstrating their skills applied in teaching. The project's adaptability was highlighted during the Covid-19 pandemic, when the online environment facilitated the use of technology tools. Badges as digital credentials provided a tangible way to recognise achievements. The evaluation extended to the project's impact on behaviour and organisational performance. Organisational evaluations revealed increased adoption of course changes due to TCD professional development, fostering continuous improvement. Ākonga reported high net promoter scores, indicating improved satisfaction and outcomes. Implications of the TCD project include designing competency-based projects, integrating applied practice for continuous improvement, leveraging technology for development, and recognising achievements through digital credentials. The findings emphasise the importance of investing in ongoing teacher development to enhance ākonga success.

Keywords: Professional development, applied practice, digital credentials

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