

FACULTY OF EDUCATION AND SOCIAL WORK

STRATEGIC DIRECTION 2020 - 2028



THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

**EDUCATION AND
SOCIAL WORK**

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Whakataukī

***Mā te rangapū me te mahi ngātahi te
ako e eke tangaroa ai***

*Leading and learning through
support and collaboration*



Foreword

Associate Professor Mark Barrow, Dean of Education and Social Work

The Faculty of Education and Social Work Strategic Direction 2020-2028 is an articulation of an ambitious vision and strategy as the faculty transfers its main operation from the Epsom Campus to the City Campus. Additionally, a South Auckland campus for the University of Auckland is being established and plans for future development of our Tai Tokerau campus are to be initiated. This strategic direction reflects the priorities of the University of Auckland while also recognising the unique strengths and qualities that education and social work bring to our community. We anticipate many benefits as we relocate to the City Campus. Education and Social Work will be physically located at the heart of the University, where our staff and students will have greater opportunities to build and develop collaborative teaching, research and professional relationships with colleagues across the wider University and the wider school community, further improving and advancing creative output.

The faculty is multi-faceted, with strengths across research, preservice, postgraduate and doctoral study, professional learning and development. We work across areas as diverse as initial teacher education, education, sport studies, Māori-medium education, social work, human services and counselling. Our location, in the most diverse and multicultural city in Aotearoa New Zealand, provides the backdrop for a faculty that strives for high-quality services that promote excellence and equity within the communities we serve. Our focus is to champion an inclusive education and social work system that provides our students with teaching and learning opportunities which lead to and build on, rewarding and fulfilling careers.

The faculty's commitment to Te Tiriti o Waitangi and equity outcomes builds upon the significant investment in developing staff and student knowledge of te reo and tikanga. The mission of Te Puna Wānanga, the School of Māori and Indigenous Education, is to be a 'wellspring of wisdom' in Māori teaching, learning, and research in the field of education. This kaupapa is encapsulated within the whareniui at Epsom Campus – Tūtahi Tōnu.

The faculty is committed to advancing research and practice that will inform the development of cutting-edge programmes supporting Māori and Pasifika students and academics to succeed. Recognising the crucial role

of knowledge systems and ways of being based in our location in the Pacific is crucial in deepening insight and strengthening the understanding of educators, policy makers and researchers in the education and social development of a Pacific Aotearoa. This focus continues to make significant contributions to the improvement of teaching and learning within the education and social services sector, transforming education philosophy and pedagogy throughout our systems.

The predecessors of the Faculty of Education and Social Work began work in 1881 and in 1925 the Epsom campus was established. The courage and foresight of these forerunners built the strong foundations on which the faculty continues to strive. Today, this translates to a commitment to excellence and equity, a willingness to take risks and push beyond existing knowledge boundaries with an emphasis on service to community. The war memorials at Epsom that commemorate the sacrifice of our students, teachers and institutional leaders in the wars across the twentieth century are examples of the commitment to community shown by students and faculty staff. This legacy provides the foundation on which this strategy is based. In order to achieve the ambitious aims set out in this strategy, we will need to continue to model courageous and resilient actions illustrating strong partnership with, and through, Te Tiriti o Waitangi.

The vision, values and strategic objectives contained within this plan will form the basis for future behaviours, leadership practices, annual planning, resource allocation and decision-making as we continue to provide exceptional services across multiple campus sites and move our main campus to the heart of the city.

ASSOCIATE PROFESSOR MARK BARROW

Dean of Education and Social Work
The University of Auckland

Purpose of this strategy

This strategy sets out a vision for the future. It has been developed to set the direction and objectives for the Faculty of Education and Social Work over the next five to ten years. The main faculty campus, currently located on the historic Epsom site, is about to relocate to the City Campus of the University of Auckland. A newly established South Auckland campus provides an opportunity to extend our research and programmes to meet the needs of this vibrant community. The Tai Tokerau campus, situated in the heart of Whangārei, is also being targeted for revitalisation. The strategy will support us as we seek to serve diverse learners from Aotearoa New Zealand and across the globe in a modern, comprehensive, civic University. This strategic direction seeks to position teaching, education, sport and social work careers as the first choice for academically excellent students who are committed to equity and positive change.

The strategic priorities will guide us as we face the challenges that arise from the complex education, research and policy environment within which the University of Auckland exists. The challenges of multi-campus and distance delivery, alongside outreach activity to our practice communities have guided our thinking. The encapsulation of our current and future direction is designed to support the development of long-term academic plans and annual plans which will provide further detail regarding targets, measures and actions to address the challenges we face as we provide exceptional initial teacher education, social work and sport, health and physical education programmes. These measures and actions will address administrative and professional decisions linked to the management of resources.

A number of national and international policy developments have informed the development of the strategy. While the specifics of these developments continually develop and evolve, the key strategic priorities align with current directions that have been set in education and social policy both in Aotearoa New Zealand and internationally. A key focus of the faculty's strategy is to partner with government agencies and engage with elected and positional government officials to influence and ensure both policy direction and implementation are well-informed and research-based.

The implementation of this strategy will enable the faculty to:

- **Be world-leading in teaching, research and service**
- **Be creative, critical, equitable, inclusive and responsive**
- **Partner with our professions with a focus on continuous improvement**
- **Be interdisciplinary**
- **Advance Pacific knowledge systems, aspirations and self-determination**
- **Promote Māori-medium education, practice and policy**

This document contains three key priority areas: teaching and learning; research; and service, leadership and operations for our community. Our guiding vision and values encapsulate the priorities which are underpinned by distributed leadership and collaboration. These key ideas are visualised in a summary document available on our website

www.auckland.ac.nz/edsw-strategic-plan



Te Wawata *Vision*

Leading learning, changing lives to achieve excellence and equity

*Te ārahi i te ako me te panoni koiora kia tutuki ai
te hiranga me te tautika*

Ngā uara *Values*

**Model courageous and resilient attitudes and actions that uphold our
commitment to Te Tiriti o Waitangi through:**

Whakawhanaungatanga

*Building relationships through shared experience, collective engagement
and belonging*

Taiao ako auaha

*Fostering a creative learning environment that treats everyone with respect and
dignity in order to promote social justice*

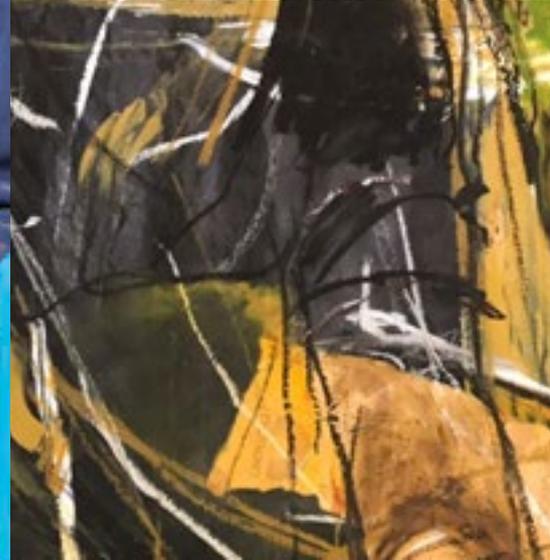
Whakamanatanga

Empowering learners and colleagues to achieve their highest potential

Toi Mātauranga

Promoting new understandings, curiosity and knowledge

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Teaching and learning

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The Faculty of Education and Social Work will aim to offer a comprehensive range of higher education teaching in education, sport studies, social work, and counselling in Aotearoa New Zealand. We strive to draw upon a sound evidence base to develop relevant, innovative, equity-focused face-to-face and online programmes and courses at undergraduate, postgraduate and doctoral levels. The curriculum will explicitly acknowledge the place of Māori in our country and model bicultural partnership by honouring the principles of Te Tiriti o Waitangi. We will implement strategies to improve Māori student participation and success and incorporate the use of contexts and content that affirm the knowledge, language, identity and culture of Māori. Our teaching programmes will consistently articulate a clear sense of purpose for teaching and learning as transformative experiences for diverse communities. Academic staff will act as role models by promoting critical thinking skills and evidence-informed, innovative and creative approaches to solve practice and community problems and challenges.

Our teaching will provide our students with a positive experience of learning and achievement which is culturally responsive and relational. A focus on specific pedagogies that support all learners, particularly Māori, Pasifika and other equity groups will be prioritised. We recognise that, as a faculty, we have an important responsibility to contribute to the maintenance of identity, language and culture of Aotearoa's Pacific communities.

In our practice, we will be focussed on integrating and using evidence-based approaches and current thinking about learning and teaching as sources of experimentation and innovation. Building and maintaining a vibrant learning culture characterised by intellectual rigour, curiosity and active student involvement are also critical to ensuring the faculty is the first-choice institution for students. Academic staff will demonstrate leadership through proactively seeking out and listening to student voice, as well as responding appropriately and engaging with, scholarly literature and practitioners about practices most likely to improve learning.

Staff will be supported and encouraged to develop their skills and competencies in delivering course material through a range of effective digital pedagogies which enhance the experience for face-to-face, blended and online learners.

The competencies for teaching and learning at the faculty are also linked to University of Auckland graduate profiles which provide a set of attributes for graduates of a research-led, comprehensive University.

See the below link for University of Auckland graduate profiles:

www.auckland.ac.nz/graduate-profiles

Our teaching and learning will:

Attract and graduate a diversity of students and scholars from Aotearoa New Zealand, the Pacific and across the globe

Integrate contemporary scholarship, indigenous knowledge and expertise across teaching, education, social services and sport

Foster safe, caring and responsive learning and practice communities

Explicitly acknowledge the place of iwi, hapū and hapori Māori to model bicultural partnerships

Embed a social justice agenda that prioritises inclusivity and equity

Foster contemporary, creative, critical, innovative and collaborative teaching and learning pedagogies

Cultivate adaptive learners and leaders who empower language, culture and identities

Promote cross-sector collaboration within and across programmes

Research *Rangahau*

The Faculty of Education and Social Work produces, and will continue to produce, Aotearoa New Zealand's most exciting and impactful contributions to research in teaching, education, social services and sport. The faculty is committed to fostering, publishing and disseminating research of the highest international quality and in genuine partnership with our practice communities.

Academic staff will work to engage actively with policy makers and influence government by providing evidence-informed advice through the exercise of our statutory critic and conscience role. The faculty will lead in the provision of critical commentary, as well as maintaining partnerships that support a direct involvement in policy development.

Our research will remain diverse in its topics, disciplines, settings, paradigms, methods and outputs. Our research will advance mātauranga tangata whenua (knowledge), aspirations and tino rangatiratanga (self-determination). We will continue to make a scholarly contribution to knowledge building about diversity in Aotearoa – including diversity in culture, language, gender, socio-economic status, migration, sexuality and disability. Research will focus on how to realise the potential of this diversity and solve long-standing issues of inequity and injustice.

Researchers will be encouraged to work across schools and faculties in both the University of Auckland and other New Zealand universities. They will be supported in their international connections, working with scholars from across the world and participating in, and leading, international research partnerships. This will enable staff to become adept at working in, and contributing to, research teams, small and large, and staff will be sought out by other leading researchers and scholarly societies for their expertise. Senior colleagues will be encouraged to nurture and actively mentor early-career researchers.

The research strategic priorities will be achieved by accessing faculty, University, national and international research funds, and encouraging the development of interconnected research teams. This resourcing will build the capacity of individuals well-placed to make a major impact in their field and to apply for large and prestigious grants.

Our research will:

Produce Aotearoa's most exciting and impactful contributions to research in teaching, education, social services and sport

Be creative, critical, compelling and challenging

Serve and advance mātauranga tangata whenua, aspirations and tino rangatiratanga

Lead and inform policy development and professional practice

Be conducted by researchers connected locally, nationally and internationally

Partner in genuine ways with our practice communities to encourage the development of interconnected research teams

Win funding from public good sources, philanthropic trusts, individuals, and obtain prestigious research awards and grants

Provide world-class knowledge and capability to support researchers to achieve ambitious research goals

Lead local, national, Pacific and international conversations about diversity, equity, colonialism and social justice



Service, leadership and operations for our community

Te whakarato, te ārahi me te whakatinana

The Faculty of Education and Social Work is committed to drawing on the academic and professional expertise of its staff to administer, serve and partner within the faculty and across the University, and our local, national and international communities. Working with and alongside identified professional and practice communities to provide service, to collaborate and develop expertise and knowledge while promoting equity and excellence is a key goal. The community includes: school and centre leaders and teachers, learners and their whānau, elected and appointed government officials, iwi, tangata whenua, research funders, philanthropists, educators, media personnel, sports practitioners, social workers and counsellors and community organisations with aligned goals.

Education, social work and sports communities include schools and centres that are our partners in teacher, health practitioner, social work and counsellor preparation. Traditional one-way relationships, where schools or centres provide opportunities for our students to practise, will increasingly be replaced by reciprocal, authentic learning partnerships, where our programmes and research are enriched by school/centre engagement with selection, course content and assessment of practice. This kind of partnership requires commitment, time, goodwill and open-mindedness, as well as reciprocating the knowledge, expertise and support of partners. Regular opportunities for authentic engagement and dialogue are critical to the success of our partners playing a role in future development.

Building the leadership capacity of the profession to integrate the concept of knowledge combined with collaborative engagement with real-world issues, analysis and application will enable system improvement. Provision will be made to extend the opportunities for world-class opportunities for professional learning of graduates and international colleagues throughout their careers by providing services which enable enrolling in short courses, gaining micro-credentials and being encouraged to enrol in postgraduate study by providing a range of face-to-face and online options. Colleagues will be encouraged to engage as research partners and/or attend public lectures and forums.

Staff with considerable experience in working with funders and government agencies will maximise policy and strategic opportunities to make best use of the organisational and academic expertise within the faculty. Communication and collaboration between staff will strengthen offerings to the sector and create opportunities for interactions that are responsive, timely and well-informed.

Working alongside our education, health, sports and social services sectors in research and professional partnerships is of significant strategic advantage in increasing the performance of the education and social work sectors both in Aotearoa New Zealand and internationally. Professional staff strive to provide a central and seamless point of contact that enables this partnership to occur in ways that are respectful and timely.



Our service, leadership and operations will:

Partner with our practice communities to promote equity and excellence

Utilise the expertise of staff to create responsive, timely and informed engagement with communities

Enable collaboration in reciprocal and authentic learning, teaching and research partnerships

Provide world-class professional learning and development opportunities

Build the leadership capacity of the professions for positive community engagement

Model the high expectations, theories, and beliefs that underpin our teaching, research programmes and service centres

Provide our partners with a central and seamless point of contact that enables partnership

Demonstrate policy, practice and scholarly expertise in education and development of Pacific Aotearoa

Building leadership capability and capacity

The Faculty of Education and Social Work is committed to developing and supporting leadership capability and capacity building for our academic and professional staff. Distributed and collaborative leadership opportunities will be maximised to achieve the faculty vision of *leading learning, changing lives to achieve excellence and equity*. A focus on ensuring authentic leadership opportunities are available for staff to develop skills and dispositions to lead through times of both change and growth is critical to success. Providing professional support, developing relational trust, influencing direction, encouraging a supportive learning culture, constructive problem solving and decision making are capabilities staff will be encouraged to model and value.

A distributed leadership organisational model provides opportunities for staff to develop leadership expertise in formal and informal settings at all levels of the faculty. Colleagues will be supported to collaborate and lead initiatives, problem solve and build capacity for improvement. As the faculty is a complex organisation, this distributed and collaborative leadership model will provide the framework for the development of staff and sector partnership in relation to academic and operational activities.

Leadership opportunities within the faculty are more than positional. Staff are often requested to lead in their relationships with their communities of interest. These opportunities include research, teaching, community service, social change programmes and policy development outside the University and for the wider community, nationally and internationally. Professional staff lead innovations and services for students and staff, as well as ensuring continuous quality service provision.

Leadership is contextual and diverse in community and cultural expectations. Kaupapa Māori and Pasifika leadership will be recognised, understood and respected as a significant driver of the culture and values of the faculty. Leadership practice is closely tied to organisational culture and articulated through the stated values of the faculty: Whakawhanaungatanga (building relationships), Taiao ako auaha (fostering a creative learning environment), Whakamanatanga (empowering learners) and Toi Mātauranga (promoting curiosity and knowledge). These values will be expressed through our leadership practices and development strategies in the way we manage, administer, recruit, communicate, support and develop our staff and students and work with communities of practice.

Developing leadership capabilities and taking responsibility are significant factors in academic and professional staff promotion. Staff understand that leadership achievements are appropriately rewarded and that taking on a leadership role enhances career development. Achievements in leadership within, and external to, the University will also be celebrated and acknowledged. Collaborative endeavours within the faculty, across the University and international partnerships which require staff to act as global advocates and representatives will be encouraged and, where possible, resourced.

Determining the professional development needs of those progressing to leadership roles and investing in appropriate leadership development opportunities is a faculty priority. Providing opportunities for all staff to develop their potential and become recognised, supported and valued as thought leaders, and as positional and practice leaders is critical to the ongoing success of the faculty.



Distributed and collaborative leadership will develop capability and capacity through times of both change and growth



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