

Appendix Five: National Centre for Tertiary Teaching Excellence

The National Centre for Tertiary Teaching Excellence will assist tertiary education organisations and educators to enable best possible educational outcomes for learners. The Centre will be established as an organisation with a distinct identity and will be hosted by a tertiary education organisation or a group of tertiary education organisations.

The Centre is part of a suite of instruments intended to enhance the effectiveness of teaching and learning in tertiary education.

Funding Mechanism – Policy Parameters

1. I delegate to the Tertiary Education Commission (TEC), under s159ZA(5) of the Education Act 1989, the authority to develop and publish operational policy designed to give effect to the parameters laid out in this determination.
2. Under s159ZD(2), the TEC may develop and publish conditions on the funding of a National Centre for Tertiary Teaching Excellence. The TEC should develop such conditions as are needed to ensure that investment decisions are applied in line with the purpose of this, and other, relevant funding determinations.

Purpose

3. The purpose of the National Centre for Tertiary Teaching Excellence is to assist tertiary education organisations (TEOs) and educators to enable best possible educational outcomes for learners through a focus on enhancing the effectiveness of tertiary teaching and learning practices.

Eligibility Criteria

4. Only TEOs, as defined under s159B of the Education Act 1989, are eligible to host the Centre. While other relevant stakeholders may have an interest in the Centre, applications to the fund must be led by a TEO or group of TEOs.
5. To be eligible for further consideration, the proposal will need to demonstrate:
 - 5.1. the funding will be used to support new activities or complement existing work, provided that existing work and knowledge is not unnecessarily duplicated, and the funding will not be used for activities that have existing financial support; and
 - 5.2. the ability to operate in a way that is consistent with legal obligations.

Assessment Criteria

6. The following broad criteria will be used for assessing proposals to the fund:
 - 6.1. the ability of the host organisation to establish and operate a centre that will:

- 6.1.1. contribute to the Tertiary Education Strategy 2002/07, with a focus on excellence and capability development;
 - 6.1.2. align with the Centre's purpose, vision, functions, values and principles, scope and roles, key activities, operating style, research priorities (see Annex One for a summary of the Centre's vision, functions, values and principles, scope and roles, key activities, operating style, research priorities);
 - 6.1.3. serve the interests of all tertiary education organisations, and build and have tertiary education organisation involvement from across the tertiary education sector;
 - 6.1.4. offer value for money and efficiency; and
 - 6.1.5. have appropriate governance and management arrangements
- 6.2. the host TEO(s) is a quality organisation(s) with a strong focus on and commitment to effective teaching and learning in tertiary education; and
- 6.3. the host TEO(s) is/are able to undertake the project successfully, taking into account, if appropriate, the applicants' past performance in applying development funding appropriately and successfully.

Assessment Process and Approvals

- 7. The TEC will develop a process for assessing and approving proposals based on the eligibility and assessment criteria set out above. The TEC is to approve the proposal that will best achieve the purpose of the Centre.
- 8. Commissioners of the TEC are authorised to approve operating expenditure and, if appropriate, capital for the project funded in, line with the purpose of the appropriation.

Application of the Funding

- 9. The funding is to be used to establish and operate the National Centre for Tertiary Teaching Excellence¹. The TEC will provide funding to the host tertiary education organisation that will take responsibility for the management and coordination of the Centre, and provide general support for the Centre's activities. The amount of funding available for the centre will be defined in the annual Estimates of Appropriations.
- 10. The host organisation operating the centre will have access to operating appropriations and may have access to capital. Capital appropriations cannot be given to TEOs that are not crown entities.

¹ While there may be opportunities in the future for tertiary education organisations to support the funding of the Centre, in its initial stages its primary income will come through funding support from government. Contributions from the sector will primarily be made in kind, including expertise, knowledge, and making staff available to participate in Centre activities.

11. Funds allocated to the host organisation for the Centre will, to some extent, be reallocated by the host organisation to other TEOs.

12. The amount of funding available for the Centre may be modified in future appropriations.

Other matters

13. It is a condition of funding that allocations of funding provided under this mechanism be given effect by way of a funding agreement between the TEC and the host organisation.

14. Funding is provided under Section 159ZC of the Education Act 1989.

TEC Responsibilities

In accordance with s159ZA(5) it is the responsibility of the TEC to develop the details of how to implement my determination.

The TEC shall establish the National Centre for Tertiary Teaching Excellence during 2006.

Other specific TEC responsibilities include:

- developing and publishing operational policy and other details of how the funding is to be operated;
- developing and managing systems, as required, to implement my determination;
- reporting to the responsible minister on progress towards implementation, issues, problems and any operational issues that arise through the implementation of the funding;
- informing the responsible minister and his agent(s) of risks associated with the establishment and operation of the Centre; and
- sharing information in relation to the Centre with the New Zealand Qualifications Authority and the Ministry of Education, subject to applicable law and contractual obligations.

Review

The TEC, in consultation with the Ministry of Education and the New Zealand Qualifications Authority, will review the effectiveness of the Centre's activities and provide advice about how these could be further improved. The review will be undertaken when the Centre has been operating for at least three years.

Ministry of Education Responsibilities

The Ministry of Education is responsible for overall advice on related strategic issues and for monitoring the effectiveness of the policy in terms of its strategic long-term outcomes.

TEC Reporting Requirements

Reporting requirements, including performance measures and performance targets, relating to this mechanism should be explicitly included in the Purchase Agreement between the responsible minister and the TEC. Ministry of Education staff and TEC staff will negotiate new reporting requirements and measures in time for consideration by the responsible minister and the Commissioners of the TEC for inclusion in the Output Agreement for 2005/06 and subsequent accountability documents. The TEC will ensure that the Centre will provide regular reports to sector stakeholders.

Key Decisions

POL Min (04) 28/3

CAB Min (04) 38/3

S92364 Tertiary Teaching for Learning Centre communications (8 September 2005)

S86332 Teaching Matters Forum: final report (10 August 2005)

S83534 Centre for tertiary teaching excellence: possible forms (29 July 2005)

Key Papers

POL Min (04) 28/3

Annex One: National Centre for Tertiary Teaching Excellence - vision, functions, values and principles, scope and roles, key activities, operating style, research priorities.

Vision

The vision for the Centre is best possible educational outcomes for learners in the tertiary sector.

Functions

The Centre will have the following functions:

- building the teaching capability of tertiary education organisations and educators;
- providing associated advice to the tertiary education sector and government agencies²; and
- commissioning and, where appropriate, conducting research, monitoring, and evaluation about effective teaching and learning in tertiary education.

The Centre will not be directly involved in regulation, auditing or teacher accreditation or registration.

Values and principles

The TEC will ensure that the Centre uses the following values and principles to inform its work:

- focus on the impact on learner outcomes;
- being evidence based;
- being excellent;
- being collaborative;
- being responsive to diversity; and
- being accessible to all interests and perspectives.

Scope and Roles

The Centre has the following scope and roles:

- serves the interests of all TEOs; and

² This could include advice about:

- the activities and performance of the sector relating to effective tertiary teaching and learning practices;
- the role of professional standards, benchmarking, formal teaching qualifications and other related professional development initiatives, including initial entry requirements;
- any potential policy implications arising from any research, monitoring, or evaluation

- works primarily through supporting TEOs and those who work with teachers and learners (including existing networks and professional bodies) while also being relevant and accessible to individual tertiary teachers.

Key activities

The Centre has the following key activities:

- gathering, analysing, reporting and disseminating evidence about what works to enhance the effectiveness of teaching and learning³;
- catalysing sustainable improvements to tertiary teaching and learning practices⁴;
- creating incentives for tertiary teaching quality through, for example, the management and operation of the Tertiary Teaching Excellence Awards;
- liaising with equivalent overseas organisations; and
- undertaking other related duties as determined through the funding agreement.

Operating style

To be effective throughout the tertiary education sector, the Centre will need to operate in a networking mode using a federation or collaborative style. It will also need to have appropriate advisory structures that enable a strong voice and connection with all areas within the tertiary education sector, including specific teacher and learner-interest communities. To ensure that the Centre is effective, it will also need to:

- establish early links with comparable organisations outside New Zealand;
- be responsible for promoting effective teaching and learning;
- involve existing professional organisations in New Zealand in the earliest stages of its establishment and work; and
- identify ways that the Centre can support and extend the impact of existing initiatives by these organisations.

Research priorities

The Centre will give priority to research relating to:

- further work on the development, collation, and dissemination of research to remedy gaps in evidence about effective teaching and learning across the full diversity of the tertiary education sector;

³ This could include the issue of guidelines and information about effective teaching and learning in tertiary education.

⁴ This could include supporting and, where appropriate, funding the development of communities of practice.

- making much better and wider use of the information we do have about effective teaching and learning;
- considering the key lessons from research on compulsory sector and early childhood education, and the appropriateness of its application to tertiary education;
- greater emphasis on research on learners and teachers in community and workplace settings outside classroom education environments; and
- where appropriate, the Centre should help to build a foundation of evidence based research into the diverse pathways of learning that will contribute to enhancing educational success for Māori and all other learners.