

## TEACHING AND LEARNING PLAN

### A. CONTEXT

This Plan presents a three-year blueprint to guide SydneyMet's academic staff and departments in the pursuit of student-centred, entrepreneurship-oriented teaching and learning. SydneyMet's integrated curriculum framework provides a robust system that anchors key elements of SydneyMet as they are translated into the design and delivery of the course, BBus (Entr) and its 29 Units. Teaching philosophy, methods and practices are driven by the principles of quality, intellectual freedom, academic integrity, equity, accountability and impact, in the context of inter-cultural learning for entrepreneurial competence. The reason for having a three-year plan is that as the college is new, it has a great deal of opportunities to learn and improve. The first three years of learning through experience will be important and accordingly it will revise the Plan that is best suited for the College to achieve its teaching and learning goals.

It is expected that students who come to study in SydneyMet will value its commitment to ensure that all students are successful. In addition, as one of its goals is equitable practices, it will make sure that there is more participation of underrepresented, disadvantaged, and mature-age students and they will also be successful in their area of learning.

### B. SYDNEYMET'S TEACHING AND LEARNING PHILOSOPHY

SydneyMet's teaching and learning is based on the belief that students are at the heart of educational journey and that student-cantered learning and teaching approaches are needed to make them capable of critical and independent thinking for lifelong learning.

Australia's education environment is becoming more and more multicultural. Studies have shown that there are many positive educational outcomes if the intellectual capacities of students from different cultural backgrounds are used. SydneyMet aims to respond to this student reality. By developing innovative teaching and learning practices we aim to achieve our strategic goals – enhancing the capacity of a global student body through academic excellence, developing an environment of equitable practices, and creating social impacts globally.

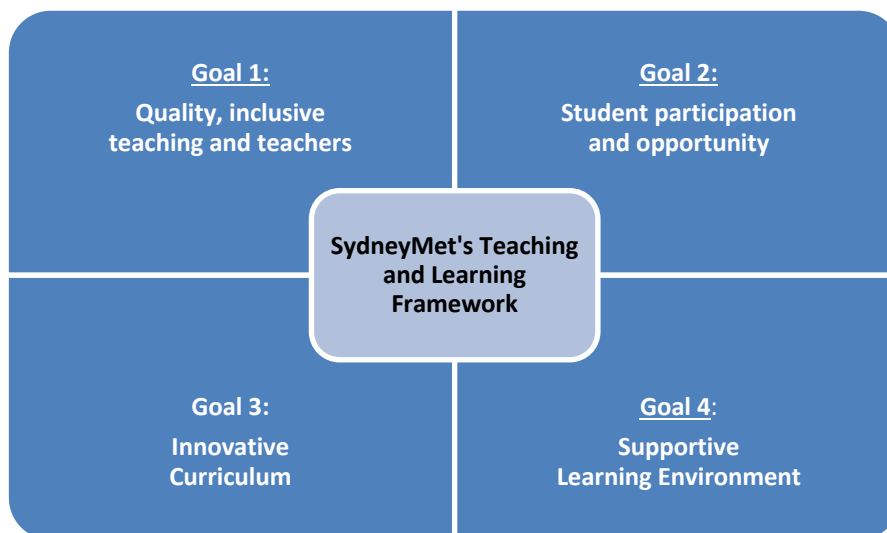
As SydneyMet targets international students, the teaching and learning strategy will be focused, firstly, on helping students transition into and through the Australian educational system, and, secondly, understanding the cultural and educational background of students that come from diverse societies. Accordingly, culturally sensitive teaching and learning becomes important for student-centred teaching.

To be student-centred means knowing students, their educational needs, the communities they belong to, and the rich experiences they bring to learning. As stated in its Strategic Plan, SydneyMet focus on providing an environment where students and teachers interact meaningfully, work collaboratively, exchange experiences and co-create meaningful knowledge.

The Plan recognises that academic staff is critically important, and their capacity needs to be improved continuously. Accordingly, teaching staff will be hired on a fixed term basis rather than on casual basis. Career and professional development of staff will be built into the college's structures through mentoring, an incentive structure as well as research scholarships.

### C. FRAMEWORK FOR TEACHING AND LEARNING

SydneyMet's Strategic Plan translates readily into four goals for teaching and learning.



### D. TEACHING AND LEARNING STRATEGIES

Over the coming three years, SydneyMet will implement a range of Strategies in each Teaching and Learning area, to achieve our Goals.

<b><u>Goal 1</u></b>	<b>Teaching and Learning Strategies</b>
<b>Quality, inclusive teaching and teachers</b>	i. Attract diverse, quality academic staff through competitive incentive structure and equal opportunity employment.
	ii. Grants to promote scholarship of teaching, research and publication among staff
	iii. Promote pedagogical training and professional development among staff
	iv. Promote awareness of culturally sensitive teaching, learning and communication approaches
	v. Facilitate knowledge transfer and internal and external academic collaboration
	vi. Achieve high levels of professional development for all academic staff
	vii. Develop physical and digital assets of the College to enable interesting and innovative learning experiences
	viii. Provide face to face teaching in all Units
	ix. Maintain small class sizes
<b><u>Goal 2</u></b>	<b>Teaching and Learning Strategies</b>
<b>Student participation and opportunity</b>	i. Create a first-year experience that encourages and increases student retention: advising, orientation, transition, and mentoring
	ii. Devise early intervention strategies that identify students at risk and support them
	iii. Facilitate student access, participation and success through free English and academic assistance: Learning Hub
	iv. Support bright students from indigenous and disadvantaged backgrounds and create pathways for their career development
	v. Establish a Student Representative Council with representation at governing bodies
	vi. Give students a voice through Student Satisfaction Surveys, Unit feedback, and Graduate Surveys
	vii. Provide WIL to all students to enhance their learning experience and outcomes, and also assist with networking and job-readiness
	viii. Engage with other similar institutes like universities, HEP and TAFE in Australia and abroad to provide further pathways to students

<b>Goal 3</b>	<b>Teaching and Learning Strategies</b>
<b>Innovative Curriculum</b>	i. Embed relevant cultural knowledge from diverse cultures in course Units
	ii. Annual review of the Course including learning designs, alignment among course learning outcomes, unit learning outcomes, and assessment practices in all Units. Use data regarding students' engagement, retention, success, etc
	iii. Conduct regular bench marking in curriculum and teaching approach with renowned colleges in the respective field to improve the standard
	iv. Engagement with industry to allow for course re-development and enhancement
	v. Regular review of Graduate Attributes and align with it all course Units' learning outcomes. Revise curriculum and assessment rubric accordingly
	vi. Conduct regular bench marking in curriculum and teaching approach with a network of colleges in the field

<b>Goal 4</b>	<b>Teaching and Learning Strategies</b>
<b>Supportive Learning Environment</b>	i. Additional orientation and transition support for new students: Learning Hub
	ii. Provide free English language help to students: Learning Hub
	iii. Offer ongoing learning, career and other support services: Learning Hub
	iv. Employ additional student support staff: Student Support Officer, WIL officer, Grievances Officer, Internal Ombudsman
	v. Establish peer support mentoring program
	vi. Resource the Student Representative Council to organise extra-curricular activities
	vii. Maximise use of Student Satisfaction Surveys (SSS)
	viii. Continually improve resources, tools, library and facilities to support learning of students and development of staff