

# **“I have space to think and reflect rather than blindly try to improve” – exploring new pedagogies, tools and spaces**

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As tertiary teachers, we need places and spaces, which provoke us to reconsider and reshape strategies for enhancing student success. To this end, Unitec Institute of Technology promotes enquiry through action research to create a formal space for teaching staff to reconsider their learning and teaching approaches. Action research allows a contextualised and systematic approach where the individual sets the agenda, in response to perceived challenges (Piggot-Irvine, 2009). Since 2009, academic staff in a number of disciplines and student services have entered into this, often, new space to explore the scholarship of teaching and learning (Schwenger, 2010). The *Literacy and Numeracy Action Research Enquiry Model* has been used as a methodological framework for the annual umbrella evaluation study and for each enquiry project. By gathering data from multiple sources before and after the teaching interventions, the evaluation studies investigate the participants’ challenges and successes whilst capturing how participating in action research enquiry has impacted pedagogical understanding and teaching at Certificate level and beyond. The qualitative research has produced rich case study findings, which clearly show that action research enquiry has provided teaching staff with an engaging developmental space to reflect, rethink and change their learning and teaching approaches, with positive effects on their students’ learning.