

Nominations for National Tertiary Teaching Excellence Awards (NTTEA) 2012 GUIDELINES AND CRITERIA

Information about the National Awards is available on the Ako Aotearoa website:
<http://ako.aotearoa.ac.nz/awards>

The National Tertiary Teaching Excellence Awards (NTTEA), were established in 2001 to recognise and promote sustained excellence in tertiary teaching. The nationally recognised awards are open to teachers from across the entire tertiary education sector with nominations being made by organisations.

The awards are formally presented to awardees at a function at the NZ Parliament Buildings. The Tertiary Excellence Awards Committee is responsible for setting the criteria and selecting the award recipients. Membership of the Committee is endorsed by the Minister for Tertiary Education.

Up to twelve Sustained Excellence Awards, of \$20,000 each, are awarded annually, with provision for a maximum of ten awards under the General Category and two or more under the Kaupapa Māori Category. There is one Supreme Award, the Prime Minister's Award, of an additional \$10,000, awarded to one recipient of a sustained excellence award.

KEY DEADLINES IN THE VICTORIA UNIVERSITY NOMINATION PROCESS

Friday 10 February 2012	Nominees submit applications to Linda Bowden, CAD
Week of 13-17 February	Selection panel meets and decides on finalists for submission of full portfolio
16 March 2012	Finalists submit full portfolios for consideration by the internal panel.
By no later than 23 March 2012	Panel makes final decision on up to three nominees
30 March 2012	Vice Chancellor forwards up to three applications to the National Awards Committee

LATE APPLICATIONS WILL NOT BE ACCEPTED

1. NOMINATION PROCESS

1.1 Step One:

By **Friday 10 February 2012**, all Victoria teaching staff interested in being nominated must submit their applications – signed off by their Dean, and including a statement of support from their Head of School – to Linda Bowden, Centre for Academic Development (CAD), 10 Waiteata Road, Room 204 (linda.bowden@vuw.ac.nz). Please note that the 2011 Victoria University teaching award winners will automatically be considered for nomination for a national award and need not apply. Applications for the internal selection process **must** include the following (maximum 6 pages in total):

- a copy of the applicant's Teaching Performance Profile (TPP)
- a brief outline of the applicant's teaching philosophy or approach to teaching
- a statement of relevant teaching responsibilities, and
- a self-evaluation of one's teaching in relation to the national award criteria.

1.2 Step Two:

During the week **13-17 February**, a selection panel will meet, to select up to three (3) potential nominees who will be asked to prepare a full application, including an 8,000 word Teaching Portfolio. CAD staff will facilitate assistance for potential nominees.

1.3 Step Three:

By **16 March 2012**, the finalists will submit their full portfolios to Linda Bowden.

1.4 Step Four:

Should more than three (3) nominees have been selected in the initial process, the panel will make a final selection to forward to the Vice Chancellor for his approval.

1.5 Step Five:

Up to three applications will be forwarded to the national awards committee by **30 March 2012**.

2. ELIGIBILITY FOR NOMINATION AND CONSIDERATION

2.1

To be considered eligible for nomination, nominees must demonstrate that they have practised and developed their teaching skills, predominantly in New Zealand, over a minimum period of six (6) years. Nominee(s) must have taught predominantly at Victoria University of Wellington during this time. They must provide evidence of sustained commitment and development in all their teaching practice.

2.2

The National Awards Committee will be looking for evidence that, overall, the nominee:

- is student-centred and has maintained over a significant time frame teaching practices which engage students and promote effective learning appropriate to the subject level and the background of the students;
- is proactive in his/her professional development as a teaching practitioner; and
- has had a positive influence on the teaching practice and/or the professional development of colleagues with respect to teaching and learning – either within Victoria or more widely.
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2.3

In demonstrating teaching excellence, the nominee's portfolio should provide evidence of sustained:

- curriculum development, programme development, and evidence of the success of the programmes.
- contribution to teaching, both in and out of the classroom, including any special projects, involvement in teaching, learner outcomes, and commitment to their specialised field.
- influence on colleagues in their thinking and teaching. This influence may be formal (e.g. programme supervisor, mentor) or informal (e.g. discussions, sharing of information) and should include feedback from colleagues about how working with the nominee resulted in a changed and better approach or course.

3. SELECTION PROCESS

Victoria's National Teaching Excellence Award nominees will be selected by a panel appointed by the Assistant Vice-Chancellor (Academic) and made up of previous national TTEA winners, and representatives from the Centre for Academic Development. Nominations will be evaluated against the national award criteria (see next page). The panel will meet as soon as possible after the closing date, and their decision will be final. All applicants will be notified in writing of the outcome of their application. Any questions or concerns about the process or decisions should be directed to the Assistant Vice-Chancellor Academic), David Crabbe.

4. APPLICATION FORMAT

Applications **must be no more than 8000 words in length**, in a font size of **not less than 12 point**, and may include (but are not limited to) the following:

- the nomination form, signed by the Dean/PVC
- a brief outline of the applicant's teaching philosophy or approach
- a statement of relevant teaching responsibilities
- a self-evaluation of one's teaching in relation to the national award criteria
- a copy of the applicant's Teaching Performance Profile (TPP), and
- an accompanying statement of support from the Head of School/Academic Manager referring to the criteria and evidence presented
- Up to six (6) references/testimonials from students, former students, employers of former students, and/or other peers.
- Samples of innovative course assignments, assessment, etc.
- Peer reviews of course syllabi/materials and/or peer observations of teaching
- Credible evidence of improved student learning resulting from one's teaching
- Evidence of involvement/leadership in teaching improvement efforts
- Details of presentations and publications on teaching, or research on teaching & learning
- Other credible, relevant evidence of teaching effectiveness

Systematic summaries of student and peer feedback **must** be included and up to 6 references from students, peers and/or employers or other relevant parties. Individual citations from students should be referenced by the course title and the year of study.

Applicants are advised that panel members will have limited time to review and evaluate each application. Thus, clear organisation, effective presentation, and concision will be appreciated and advantageous.

5. CRITERIA

The specific criteria for New Zealand's 2012 National Teaching Excellence Awards, listed below, provide further suggestions for additional, appropriate supporting evidence that may be included in applications.

Please see the Ako Aotearoa website for further details regarding these awards: <http://ako.aotearoa.ac.nz/awards>

The portfolios are assessed on the basis of one of two sets of criteria (General Criteria or Kaupapa Māori Criteria). The following section provides information on both sets of criteria and nominees must describe/provide evidence of how their selected set of criteria are met. The same criteria apply to teams of teachers, *i.e.* the team as a whole must meet all of the criteria.

5.1 General Criteria

In demonstrating teaching excellence the nominee's portfolio should provide evidence to address the following criteria:

Planning and Design for Learning

The nominee demonstrates/provides evidence for one or more of the following:

- a track record of successful course and/or programme design
- a clear understanding of what contributes to effective learning and an explanation of how this is reflected in course design/learning materials
- reflection on/research into what learning outcomes are relevant to student and/or stakeholder needs and evidence that this is addressed in their learning design/learning materials
- teaching and learning strategies consistent with learning outcomes
- strategies for acknowledging and addressing the diversity of students from different backgrounds and with different needs

- strategies to encourage student autonomy and acknowledgement of the experience of the student
- innovative strategies to engage student interest
- other unique contributions related to planning and design

Support should include systematic evidence from appropriately informed colleagues and/or other stakeholders.

Facilitating Learning (delivery)

The nominee demonstrates/provides evidence for one or more of the following:

- a track record of successful teaching or facilitation of learning appropriate to his/her context (e.g. type of TEO; small group/large group/face to face/on-line/distance/work- based)
- enthusiasm for subject and for learning
- teaching and learning strategies that are appropriate to context and actively engage students
- support for students to build confidence and capability
- innovation in delivery of course materials
- other unique contributions related to delivery of learning/materials

Systematic evidence from students and/or from colleagues with experience of the nominee's teaching practice should be included. Individual citations from students should be referenced by the course title and the year of study.

Assessing Student Learning (assessment)

The nominee demonstrates/provides evidence for one or more of the following:

- a successful track record in assessing student development, progress and achievement against expected learning outcomes
- formative assessment strategies used to build student capability and confidence
- summative assessment strategies appropriate for the learning outcomes and the teaching and learning context
- innovative approaches to assessment are evident
- unique approaches to student assessment

Support should include systematic evidence from students and colleagues. Individual citations from students should be referenced by the course title and the year of study.

Evaluating Learning and Teaching (reflection and revision)

The nominee demonstrates/provides evidence for one or more of the following:

- the use of sound methodologies to evaluate his/her effectiveness as a teaching practitioner
- collection and reflection on student feedback
- collection and reflection on colleague feedback
- collection and reflection on stakeholder/employer feedback (where appropriate)
- revision based on feedback and reflection

Evidence should include systematic summaries of feedback about teaching and courses over the period covered by the application.

Professional Development and Leadership in Teaching

The nominee demonstrates/provides evidence for one or more of the following:

- a focus on promoting excellence and innovation in teaching in the tertiary sector
- ongoing commitment to his/her own learning in terms of both subject area/discipline and in teaching practice
- teaching methods and ideas shared with colleagues either internally or externally, with evidence of positive impact on their practice
- teaching methodology based on sound professional knowledge/research

The nominee's portfolio will describe concisely his/her practice as related to the above criteria and will contain reflections on his/her effectiveness with regard to each criterion, drawing specifically on the evidence available and referenced in the portfolio.

5.2 Kaupapa Māori Criteria

These criteria are complementary and recognise the key areas of tertiary teaching excellence outlined in the General Criteria in a kaupapa Māori tertiary teaching context. In demonstrating teaching excellence the nominee's portfolio should provide evidence to address the following criteria:

Mana - Leadership and Professional Development

Rangatiratanga - leadership

The nominee demonstrates/provides evidence for one or more of the following:

- dedication and commitment to some or all of following kaupapa Māori advancement, mātauranga Māori perspectives and world views, tikanga and te reo Māori
- leadership, innovation and/or creativity
- success in the context of care for team integrity
- strategic development of teaching pathways
- contribution to teaching which makes a significant contribution to the wider context of Māori progress in terms of whānau, hapū, iwi and the wider Māori community, and the development of the Māori communities formed by teachers and learners
- other unique contributions

Kaupapa Māori – Māori concepts

The nominee demonstrates/provides evidence for one or more of the following:

- use of and commitment to Māori teaching and learning frameworks
- strong links between the use of Māori teaching and learning frameworks and ākongā, whānau, hapū, iwi and Māori development
- advancing kaupapa Māori based teaching either by the use of own research or by considering the research of others
- other unique contributions

Mātauranga Māori – Māori knowledge

The nominee demonstrates/provides evidence for one or more of the following:

- promoting mātauranga Māori to the sector
- promoting discussion and use of Māori teaching and learning frameworks
- contributing to the discussion of Māori teaching and learning frameworks
- other unique contributions

Ūkaipōtanga – Loyalty

The nominee demonstrates/provides evidence for one or more of the following:

- commitment to the kaupapa of the organisation they represent
- other unique contributions

Whanaungatanga – Relationships

The nominee demonstrates/provides evidence for one or more of the following:

- ability to form good relationships with teachers and learners
- support for team members and learners
- other unique contributions

Kaitiakitanga – Guardianship/sustainability

The nominee demonstrates/provides evidence for one or more of the following:

- acknowledgement and respect for sources of knowledge
- contribution to future development of programme/discipline
- the creation of new knowledge
- other unique contributions

Whakaakoranga – Teaching Excellence - Design for Learning, Facilitating Learning

Kairangi - Excellence

The nominee demonstrates/provides evidence for one or more of the following:

- a focus on encouraging excellence
- encouraging achievement in higher learning
- demonstrating commitment and openness to excellence
- other unique contributions

Pūkengatanga - Skills

The nominee demonstrates/provides evidence that he or she has one or more of the following attributes:

- is highly skilled, experienced, qualified
- expresses pūkengatanga in all publications
- values pūkengatanga of team members
- blends learning, research and practice
- can communicate in te reo and/or has some knowledge of te reo in their subject area
- shows evidence of cross-disciplinary expertise
- makes other unique contributions

Manaakitanga – Concern for colleagues and learners

The nominee demonstrates/provides evidence for one or more of the following:

- high level of concern for and commitment to learners
- teaching environment is mana-enhancing
- problems are resolved with generosity
- learning environment is comfortable & healthy
- generous in sharing skills and knowledge with others
- creates a teaching environment that is focussed on conduciveness to learning
- spiritual needs of learners and colleagues respected
- cross-disciplinary approaches are encouraged
- other unique contributions

Kotahitanga – Collaboration

The nominee demonstrates/provides evidence for one or more of the following:

- is inclusive and shares information
- is focussed on the common good in work activities

- has a sense of place and orientation
- makes other unique contributions

Mātaki – Assessing Learning, Evaluation of Learning and Teaching

Ākonga - Learners

The nominee demonstrates/provides evidence for one or more of the following:

- assessment strategies build learner capability and confidence
- assessment strategies are appropriate for the learning outcomes and the teaching and learning context
- other unique contributions

Kaiako - Teaching

The nominee demonstrates/provides evidence for one or more of the following:

- sound methodologies are used to evaluate effectiveness as a teacher
- learner and/or community feedback is encouraged, obtained and reflected on
- colleague feedback is obtained and reflected on
- stakeholder/employer feedback (where appropriate) is obtained and reflected on
- other unique contributions

Taunaki - Evidence

The nominee demonstrates/provides evidence for one or more of the following:

- teaching methodology is based on sound research/data
- shows evidence of use of latest research within current teaching practice
- supports use of frameworks with robust evidence particularly around outcomes for learner
- other unique contributions

The nominee's portfolio will describe concisely his/her practice as related to the above criteria and will contain reflections on his/her effectiveness with regard to each criterion, drawing specifically on the evidence available and referenced in the portfolio.

Victoria University National Teaching Excellence Award Nominee

Application Form

Nominee's Details

Title	Position
First Name	Surname
Email	
School	
If this is a team application please list the names of other team members included in the application	

Applications for the internal selection process must include the following (maximum 6 pages in total including this page):

- a copy of the applicant's Teaching Performance Profile (TPP)
- a brief outline of the applicant's teaching philosophy or approach to teaching
- a statement of relevant teaching responsibilities, and
- a self-evaluation of one's teaching in relation to the national award criteria

Support from Dean/PVC

First name	Surname
I support this nomination. I verify that the application meets the criteria and that the student appraisals of the nominee are a representative sample.	
Signature	Faculty
Date ____/____/2012	

Nominations must be made by 10 February 2012 to Linda Bowden at the Centre for Academic Development.