

PROCEDURES AND CRITERIA FOR TERTIARY TEACHING EXCELLENCE AWARD NOMINATIONS 2012

1. GENERAL INFORMATION

1.1 Background

The national Tertiary Teaching Excellence Awards (TTEA), were established in 2001 to recognise and promote sustained excellence in tertiary teaching. The nationally recognised awards are open to teachers¹ 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 (the Committee) is responsible for setting the criteria and selecting the award recipients. Membership of the Committee is endorsed by the Minister for Tertiary Education.

1.2 The awards

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.

Nominations for the awards will be accompanied by a portfolio which will be assessed against the criteria set by the Committee. The portfolio may be developed either by the nominee or by other people on their behalf.

1.3 Eligibility for Nomination

All New Zealand organisations where tertiary teaching is undertaken are eligible to nominate teaching staff or teams of teaching staff for the awards, under either the General Category or the Kaupapa Māori Category, provided the following conditions are met:

- Nominations must be submitted, and endorsed, by the nominee's organisation.
- Nominees must have been in a teaching position, in a New Zealand tertiary education organisation for a minimum period of six (6) years full-time.
- Part time teachers may be nominated when their aggregated teaching time totals six years or more.
- Previous awardees may be re-nominated after a period of a further six years. Re-nominated awardees must signal that they have previously been successful and provide a short summary of the previous portfolio.
- Teams of teachers are eligible; the team as a whole must meet the criteria, but it is not necessary for all individual members of the team to do so.
- Portfolios may be developed either by the nominee or by other people on their behalf.

Any nominations which do not meet the eligibility conditions will not be considered by the Committee.

¹ The Committee takes a broad view of the term "teacher" and acknowledges that not all tertiary education is conducted in a traditional mainstream context such as a classroom, workshop or laboratory. Nominees not in mainstream teaching will need to take care to make explicit links to the criteria

2. NOMINATION PROCESS

2.1 Nominees

- Any Organisation may make up to a total of **four (4)** nominations, with no more than **three (3)** within the General Category.
- The VC/CEO/Tumuaki (or equivalent) of the institution must complete the Nomination Form accompanying each nomination. This verifies that the nominee meets the eligibility conditions, the portfolio addresses the criteria, and confirms that the nomination is supported by a representative sample of student feedback..
- The Nomination Form should clearly state whether or not the nomination has been submitted under the General Criteria or Kaupapa Māori Criteria. A nomination cannot be made under both sets of criteria.
- The Tertiary Teaching History Form must be completed by the nominee to clearly illustrate the nominee's teaching experience and confirm a minimum of six years teaching experience in the tertiary sector. For teaching team nominations, this form must be completed for each member of the team.

2.2 Content of the portfolio

Each portfolio should demonstrate the ways in which the nominee meets the relevant criteria. See Section 3.

The portfolio should include:

- an analysis of the methods, materials, assessments, evaluations, and relevant teaching materials prepared and used by nominees in their teaching.
- some form of evidence of systematic student feedback.
- a list of relevant publications but not copies of the publications themselves.

The portfolio may also include, as appendices, (within the 8000 word limit), up to six formal references (e.g. from students, peers and/or employers of ex-students) and student evaluations.

No other supporting documentation will be accepted as part of the portfolio.

2.3 Length and format of the portfolio

The portfolio:

- **must not exceed 8,000 words** (excluding page headers/footers, graphics, captions, diagrams, tables and figures). If tables, charts, illustrations or boxes are predominantly text, the words should be counted within the 8000 word limit.
- **must be no smaller than 12 point font.**
- **may be** prepared by the nominee or by others on behalf of the nominee.

2.4 Submitting the Portfolio.

Submission of the nomination **must** include;

- thirteen hard copies of the portfolio
- thirteen hard copies of the Tertiary Teaching History Form
- one hard copy of the Nomination Form
PLUS
- one electronic copy of the portfolio in Word or PDF format.

The portfolio and accompanying documents should be forwarded to:

Postal Address

Tertiary Teaching Excellence Awards
Ako Aotearoa National Office
PO Box 756
WELLINGTON 6140

Courier/Street Address

Ako Aotearoa National Office
119 Tasman Street, Mount Cook
WELLINGTON

Submission of electronic portfolio: H.M.Dobson@massey.ac.nz

2.5 Deadlines

The deadline for nominations to be received is 5.00pm, Friday 30th March 2012. Late nominations will not be accepted.

2.6 Selection Process

A copy of all nominations including portfolios will be forwarded to Committee members.

Each nomination will be evaluated against the criteria indicated on the Nomination Form. (i.e. General Criteria or Kaupapa Māori Criteria).

The Committee reserves the right to seek further clarifying information from nominees if necessary.

Committee members must declare any conflicts of interest and may be excluded from assessing some nominations. Committee members will also be excluded from assessing any nominations from their own organisation. Decisions related to these matters will be recorded. The Committee's decisions will be full and final and no correspondence about decisions will be entered into.

The Committee reserves the right not to make the full number of awards in either category, if there are insufficient nominations that reach the required standard.

2.7 Responsibilities of Awardees

The Awards is granted on the understanding that the award is spent on activities and/or initiatives that will enhance the recipient's teaching career, promote good practice and benefit learners.

Award recipients are asked to provide a short report to the Committee, by 30th of November 2012, explaining how the award has or will be used. A form will be provided for this purpose.

Award recipients will also be encouraged to share, present and promote good practice within their own and in other organisations.

Awardees are asked to write a brief article for the "Excellence" booklet, which profiles the current year's awardees, Parts of an award-winning portfolio may be published, subject to permission being gained from the awardee.

3. CRITERIA

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.

Overall the Committee will be looking for evidence that the nominee (individual or as a team):

- is student-centred and has maintained, over a significant time-frame, teaching practices which are characterised by excellence, and which engage students and promote effective learning appropriate to the subject level and the background of the students
- is proactive in their professional development as a teacher
- has had a positive influence on the teaching practice and/or the professional development of colleagues with respect to teaching and learning – either within their organisation or more widely
- demonstrates sustained excellence, innovation and a unique contribution in their role as teacher.

3.1 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.

3.2 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 students
- 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 students
- 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 students 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 & shares information
- is focussed on the common good in work activities
- has a sense of place and orientation
- makes other unique contributions

Mātaki – Assessing Student Learning, Evaluation of Learning and Teaching

Ākonga - Learners

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

- assessment strategies build student 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
- student 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.

4. ENQUIRIES

Any enquiries about the nomination process or requests for assistance in portfolio preparation should be made to the Regional Hub staff of Ako Aotearoa or to the Ako Aotearoa Academy of Tertiary Teaching Excellence who can arrange mentoring from a previous awardee.

The Academy also provides a FAQ sheet which is available on the website.

Ruth Peterson, Regional Manager, Northern Hub
09 921 9752, ruth.peterson@aut.ac.nz

Ian Rowe, Regional Manager, Central Hub
06 952 7153, i.rowe@ucol.ac.nz

Bridget O'Regan, Regional Manager, Southern Hub
03 345 8339, bridget.oregan@canterbury.ac.nz

Ako Aotearoa Academy of Tertiary Teaching Excellence, Helen Dobson
04 803 0105, academy@akoatearoa.ac.nz

Links to further information can be found on the website <http://akoatearoa.ac.nz/awards>