

EXCELLENT PRACTICE AWARD APPLICATION FORM

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| Applicant | Position | Dept/Inst/School/Centre: |
| Discipline taught | Papers taught | Role(s) |
| Which theme are you applying for an Excellent Practice Award?**Applications are to be received by the Office of the AVC (Academic & International)** **G.Gulbransen@massey.ac.nz** **on a rolling basis.** |
| Please outline in 500 words or less your Teaching Philosophy. |
| List your recent Massey Teaching record (at least 3 years of Massey Service required for eligibility)  |
| Please attach a Portfolio reflective of the theme chosen and documenting the evidence that meets the criteria for your chosen theme (see Appendices A, B, C, D or E). |

**Nominated/Endorsed by: College:**

**Signature: Date:**

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APPENDICES

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| **EPA General A** |
| **Planning and Design for learning** |
| **Criteria** | **Evidence** |
| 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 learner and/or stakeholder needs and evidence that this is addressed in their learning design/learning materials  |  |
| Teaching and learning strategies consistent with learning outcomes |  |

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| **Criteria** | **Evidence** |
| Strategies for acknowledging and addressing the diversity of learners from different backgrounds and with different needs |  |
| Strategies to encourage learner autonomy and acknowledgement of the experience of the learner  |  |
| Innovative strategies to engage learner interest  |  |
| Other unique contributions related to planning and design  |  |

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| **EPA General B** |
| **Facilitating Learning** |
| **Criteria** | **Evidence** |
| A track record of successful and relevant teaching or facilitation of learning  |  |
| Enthusiasm for subject and for learning  |  |
| Teaching and learning strategies appropriate to context which actively engage learners  |  |
| Support for learners which builds confidence and capability  |  |
| Innovation in delivery of course materials  |  |
| Other unique contributions related to delivery of learning/materials |  |
| Systematic evidence from learners and/or from colleagues re teaching practice.  |  |
| **EPA General C** |
| **Assessing Learning (assessment)** |
| **Criteria** | **Evidence** |
|  Record in assessing learner development, progress and achievement against expected learning outcomes  |  |
| formative assessment strategies used to build learner 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 learner assessment |  |
| **EPA General D** |
| **Evaluating Learning and Teaching (reflection and revision)** |
| **Criteria** | **Evidence** |
| The use of sound methodologies to evaluate his/her effectiveness as a teaching practitioner |  |
| Collection and reflection on learner feedback |  |
| Collection and reflection on colleague feedback |  |
| Collection and reflection on stakeholder/employer feedback (where appropriate) |  |
| Revision based on feedback and reflection |  |
| **EPA General E** |
| **Professional Development and Leadership in Teaching** |
| **Criteria** | **Evidence** |
| A focus on promoting excellence and innovation in teaching in the tertiary sector |  |
| Ongoing commitment to his/her own learning in subject area/discipline  |  |
| Ongoing commitment to his/her own learning 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 |  |