[Massey University](http://www.massey.ac.nz/)

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**](mailto:D.Tokley@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 |  | |