

Early Career Teaching Award: 2020

Massey University staff are invited to apply for the ***2020 Early Career Teaching Award***

## Important information:

***Due date:***

20th of November 2020 – no later than midnight

***Portfolio requirements:***

1 x digital copy of a written portfolio, this may include audio/visual material (audio/video material will be calculated in the word count).

**Or**

1 x portfolio that is entirely audio/visual and is no more than 20 minutes in length.

**And**

1 x completed Teaching History form.

***Portfolio submission details:***

Email digital copy to: nctl@massey.ac.nz

***Eligibility:***

To be eligible for the Early Career Teaching Award, applicants must have been employed and teaching at Massey for a minimum of two (2) years and no more than four (4) years equivalent fulltime.

Previous recipients of the Early Career Teaching Award are ineligible to apply.

Individuals or teams may apply for an award. In the case of a team application, each team member must meet the number of years teaching at Massey eligibility requirement.

## About the Awards

## The Provost through the National Centre for Teaching and Learning will award up to three Early Career Teaching Awards to the value of $2,500 per award.

**CRITERIA AND GUIDELINES**

**1. THE AWARDS**

Massey University’s teaching awards are based on the premise that excellent teachers are knowledgeable, enthusiastic, and innovative, with a commitment to their subject, an ability to stimulate students' thought and interest, and be committed to developing professionally as a teacher.

Award winning teachers are expected to show that they are organised and well prepared, with clear aims, outcomes and assessment criteria, and that they have demonstrated leadership in teaching. They will be student-focused and committed both to advancing understanding of the subject they teach and to lifelong learning.

**2. NOMINATION PROCESS**

**2.1 The Portfolio**

Nominations are judged based on a portfolio. Each portfolio should demonstrate the ways in which the nominee has met the criteria.

As a guide the portfolio should include the following elements.

* teaching roles and responsibilities, courses taught, numbers of students
* philosophy as a teacher
* teaching and learning design including course content and design,
* teaching and learning methods,
* assessment practices, including for kaupapa Māori contexts and students with disabilities (where applicable);
* professional development, scholarship of teaching and learning and/or leadership

Evidence of teaching effectiveness may include:

* MOST data. Where student evaluations generated either through the MOST (Massey Online Survey Tool) or recognised equivalent, are provided as evidence, summaries must be included within the portfolio.
* supplemental forms of evaluation, such as informal student feedback and peer observation
* assessment data, such as improved assessment results over time or examples of high-quality student work
* students’ academic and/or professional achievements, such as publications in academic journals, job placements or fellowships and grants received, or awards e.g. Undergraduate Awards, Red Dot Awards
* teaching honours and awards

Further information regarding the importance of evidence in the support of teaching portfolios can be found at: <http://www.massey.ac.nz/massey/staffroom/teaching-and-learning/centres_tl/ctl/grants-awards--fellowships/teaching-awards/importance-of-evidence/importance-of-evidence_home.cfm>

Key to the creation of the portfolio is critical reflection. In particular, the Selection Committee will be looking for:

* changes made to teaching methods in response to student, peer and self-evaluation
* steps taken to enhance the quality of teaching and learning in the applicant’s department and/or discipline
* case studies of particular courses or assignments that exemplify the applicant’s teaching philosophy

**2.2 Submitting the Portfolio**.
No nomination will be considered unless the following are received.

* One (1) electronic copy of the portfolio
* A completed Teaching History form

All portfolios must adhere to the requirements as stated below. **If portfolios exceed word length or in the case of entirely video/audio portfolio 20 minutes, the portfolio will be deemed ineligible and will not be considered for an award**:

* A written portfolio must not exceed 4,000 words (excluding page headers/footers, graphics, graphics captions, diagrams, figures)
* Written portfolios must be submitted in PDF form, this includes written portfolios that have audio/video material.
* A written portfolio can include video and/or audio material to support the nomination and illustrate against the key criteria; signposting how the criteria are met. We recommend the use of short clips (i.e. individual files should be no more than 3 minutes in length). Be aware that the total word count, including video/audio material must not exceed 4,000 words. That means the word count is reduced accordingly, using a formula based on a reduction of 100 words for every 30-second clip (or part thereof) of video and/or audio material.
* A portfolio that is entirely audio/video is permissible. **A portfolio in this format must not exceed 20 minutes in length.**
* If using audio and video files these must be in MP3 (audio) and/or MP4 (video) formats.
* It should not include copies of publications (but may include a list of relevant publications).
* The text of the portfolio must be no smaller than 12-point font.
* Evidence of systematic student feedback must be provided in some form.
* The portfolio may include, as appendices (and within the 4000-word limit), up to three formal

references (e.g. from students, peers and/or employers of ex-students) and student evaluations.

**2.3 Selection Process**

A copy of each portfolio will be sent to each Committee member. Each nomination will be evaluated against the criteria specified by the nominee. The Committee reserves the right to seek further clarifying information from nominees if necessary.

**2. 4 Conditions and Obligations**

Award recipients will be expected to share, present and promote good teaching and learning practice, and teaching support within Massey. The Awards are granted on the condition that the award is spent on activities and/or initiatives designed to enhance the recipients’ teaching or support careers and to promote good practice. To this end Awardees will be required to provide a short report to the Director, Learning and Teaching by 30 November 2021, verifying how the money has or will be used.

Award money will be paid into a designated Massey University account early in 2021.

**3. Overall the Committee will be looking for evidence that the nominee** (individual or team):

* is student-centred and has maintained, over the period of teaching at Massey (between 2 and 4 years full time equivalent), teaching practices which are characterised by quality practice, and which engage students and promote effective learning appropriate to the subject level and the background of the students
* demonstrates commitment to supporting the University’s mission to be Tiriti-led. This may be expressed in terms of how the nominee’s practice is led by the values as expressed in Paerangi.
* demonstrates excellence, innovation and a unique contribution in their role as a teacher.
* is proactive in their professional development as a teacher.

Note the following criteria has been taken from the National Teaching Excellence Award and will be used to assess the Early Career Teaching Award applications. It is expected that nominees for the Early Career Teaching Award will be able to evidence practice that aligns with the criteria. However, it is not expected that the nominee will be able to evidence the depth of experience as implied in the criteria. The Selection Committee will take into account length of time the nominee has been teaching for and their teaching responsibilities when making the decision.

**3.1 Criteria**

Overall, the Committee will be looking for evidence that nominees (individuals or teams):

1. have maintained great teaching practices foster confidence and promote effective learning appropriate to the particular context and level;
2. are student-centred, meet the needs of students from different backgrounds and capabilities, encourage diversity and reflect on the University’s mission to be Tiriti-led;
3. are proactive in their own professional development as teachers and content specialists;
4. systematically collect and use information that informs their practice, from sources such as course/ outcome evaluations, research, self-reflection, appropriately informed colleagues, peer reviews, students, former students and other relevant stakeholder.

In demonstrating teaching great teaching practice, the nominee’s portfolio should provide evidence to address the following criteria:

The nominee’s portfolio should provide responses and evidence that address the following questions, taking into account the points listed in 3.1 a-e.

**Excellence**

1. What do you consider ‘excellent teaching’ and ‘effective learning outcomes’ in your particular context? (Maximum of approximately 750 words of the total 6,000-word limit, equivalent to 3 minutes-45 seconds viewing/ listening time if multimedia material is used.)

**Teaching process**

1. How do your teaching strategies, goals, teaching methods and materials, student interactions and course/programme design exemplify ‘excellence’ within the context described in Question 1? (please describe your role/responsibility related to examples included).

**Outcomes**

1. How do you know that your students have learned, that they can apply/use that learning effectively and that the learning outcomes meet their and other stakeholders’ needs (e.g. employers, professional bodies, the wider community)? How has the evidence about student learning affected your teaching strategies?

*Think about such things as your assessment strategies (formative and/ or summative), outcome data or completion results, feedback from a variety of sources and consultation with relevant stakeholders. Focus on practices you have used that exemplify sustained excellence within your context.*

**Evaluation and feedback**

1. How has your teaching practice been influenced by such things as professional development activities, self-reflection, systematically collected feedback and evaluations? (Nominees should include summaries of the results from the sources cited, covering the time period reflected by the portfolio).

*Think about activities relevant to your particular context, such as: professional development related to teaching/learning and your discipline area, performance review, professional support/supervision, feedback from students/others, systematic evaluation (internal and external), peer review, student destination information, research. Also think about sources of independent evidence to support evidence you collect yourself, e.g. the use of your organisation’s teaching evaluation process.*

**4. ENQUIRIES**

Any enquiries about the nomination process or requests for assistance in portfolio preparation should be made to Duncan O’Hara, Director, Learning and Teaching (email: d.o’hara@massey.ac.nz or phone: 83025)