

The Vice-Chancellor’s Teaching Excellence Awards: 2020

Massey University staff are invited to apply for the ***2020 Vice-Chancellor’s Award for Excellence in Teaching***

## Important information:

***Due date:***

20th of November 2020 no later than midnight.

***Portfolio requirements:***

1 x digital copy of a written portfolio that does not exceed 6,000 words, this may include digital artefacts such as audio and/or video material (note the total word count includes the use of audio/visual material).

**Or**

1 x portfolio that is entirely audio/video and no more than 30 minutes in length.

**And**

1 x completed Teaching History form

**If applying for the Excellence in support Pacific Learners endorsement** - 1 x 1000-word document or 5-minute audio/video presentation is required in addition to the portfolio and Teaching History form.

***Portfolio submission details:***

Teaching Award Portfolio Submission portal.

***Criteria:***

Criteria for the 2020 Vice-Chancellor’s Teaching Excellence Award share many of the same criteria of the **2020** national Tertiary Teaching Excellence Award which can be found in **Appendix A** in this document. Where there are differences in the eligibility criteria between the Vice-Chancellor’s Teaching Excellence Award and the National Teaching Excellence Award, these are detailed below:

Differences in criteria between the National Teaching Excellence Award the Vice-Chancellor’s Award:

|  |  |
| --- | --- |
| **Vice-Chancellors Award** | **National Award** |
| **4 years** equivalent full-time teaching at **Massey University.** | **6 years** equivalent full-time teaching in the **New Zealand tertiary sector.** |

***More information about the awards and for support:***

Duncan O’Hara

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## About the Awards

The Vice-Chancellor will grant up to **three awards for Excellence in Teaching** to the value of $8,000.

The Awards will be judged according to the 2020 National Tertiary Teaching Excellence Award found in Appendix A of this document. There are two Teaching Excellence awards and an Pacific Learners endorsement that applicants can apply for.

* Sustained Commitment to Teaching Excellence in the General Criteria
* Sustained Commitment to Teaching Excellence in the Kaupapa Māori Criteria
* Applicants can also apply for the Excellence in Supporting Pacific Learners endorsement. This requires the submission of a portfolio under either the General Criteria or Kaupapa Māori Criteria as well as an additional 1,000-word document, or the equivalent in a video/audio form of no more than 5 minutes in duration.

Applications can only be made under either the General **or** the Kaupapa Māori criteria.

Individuals and teams that have been previously awarded a Vice-Chancellors Teaching Excellence Award are eligible to apply after six years from the time they won an award.

(From applications received for the Vice-Chancellor’s awards, Massey may forward nominations for consideration for a National Award in Sustained Excellence in either the General Category or the Kaupapa Māori Category and for the Pacific Learners endorsement. See Ako Aotearoa [website](https://ako.ac.nz/about-us/our-services/teaching-awards/) for more information).

## Application process

Staff wishing to apply for a Vice-Chancellor’s Teaching Excellence must submit a portfolio that demonstrates the ways in which the relevant award criteria have been met.

Please note that the work in preparing a portfolio is considerable. Staff interested in submitting a portfolio should begin to assemble it immediately. For further information or assistance in preparing portfolios please contact Duncan O’Hara (83025 or d.o’hara@massey.ac.nz).

The Vice-Chancellors Teaching Excellence Award Committee will have made its decision about the awards by mid-October. It is anticipated that the portfolios if selected for national award consideration will require further work before they are submitted by the Vice-Chancellor to the national selection panel in early 2021. Nominees will be provided with support to help undertake this work.

**CRITERIA AND GUIDELINES**

**1. THE AWARDS**

The Vice-Chancellor’s Teaching Excellence 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 as well as the University’s mission to be Tiriti-led. Award winning teachers will demonstrate ***excellence*** in either of the two categories stated below:

* **Sustained Commitment to Teaching Excellence in the General Criteria**
* **Sustained Commitment to Teaching Excellence in the Kaupapa Māori Criteria**

The Excellence in supporting Pacific Learners endorsement is in addition to a portfolio submitted in either of the two categories.

**Nominations for the awards will be assessed based on a portfolio of evidence.**

Applicants should refer to therelevant **2020 National Tertiary Teaching Excellence Awards criteria**, found in Appendix A in this document.

**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.

**Portfolios for teaching excellence** should include an analysis of the methods, materials, assessments, evaluations, and relevant teaching materials prepared and used by nominees in classes for which they are responsible and their commitment to professional development and leadership in teaching learning.

All portfolios must adhere to the requirements as stated below. **If portfolios exceed word length or in the case of a video/audio submission the total duration permissible, the portfolio will be deemed ineligible and will not be considered for an award.**

Portfolios must comply with the following requirements:

* A written portfolio must not **exceed 6,000 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 6,000 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 audio/video is permissible. **A portfolio in this format must not exceed 30 minutes in length.**
* Any audio/video files (if applicable) must be in MP3 (audio) and/or MP4 (video) format.
* The portfolio 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 6,000-word limit), up to five formal

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

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

* One (1) electronic copy of the portfolio (this can be a written portfolio, or a written portfolio with audio/video material, or a portfolio that is entirely audio/video). The portfolio must not exceed the limits in terms of words or equivalent in audio/visual material.
* A completed Teaching history/support form.
* If applying for the Excellence in support Pacific Learners endorsement, a 1,000-word document or 5-minute audio/video presentation is required in addition to the portfolio. The Excellence in support of Pacific Learners endorsement criteria can be found in Appendix A.

**2.3 Selection Process**

The portfolio will be sent to each Committee member. Each nomination will be evaluated against the criteria specified by the nominee (i.e. General Criteria or Kaupapa Māori Criteria). 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 and to promote good practice. To this end Awardees will be required to provide a short report to the Provost by 30 November 2021, verifying how the money has or will be used. All money will be deposited in a staff member’s nominated Massey account at the start of 2021.

**3. Criteria – Teaching Excellence**

**The portfolios are assessed based on one of two sets of criteria**

* **General Criteria   
  or**
* **Kaupapa Māori Criteria**

For the pacific learner endorsement an additional 1,000-word document, or 5 minute audio/video presentation is required.

The following section provides information on these criteria. Nominees must describe/provide evidence for how they meet their nominated set of criteria. The same criteria apply to teams, *i.e.* the team as a whole must meet the criteria.

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

* is student-centred and has maintained, over a significant timeframe, 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 and or more widely.
* demonstrates sustained *excellence, innovation and a unique* contribution in their role as a teacher.

**It is strongly recommended that applicants include:**

* a statement outlining their teaching philosophy
* their teaching responsibilities
* teaching highlights
* student and peer feedback as evidence within the text/commentary

For more information on the criteria please refer to the **2020 National Tertiary Teaching Excellence Awards criteria**, found in Appendix A in this document.

# Appendix A – Vice-Chancellor’s Teaching Excellence Award Criteria

Note the following criteria has been taken from the National Teaching Excellence Award and will be used to assess the Vice-Chancellor’s Teaching Excellence Award applications, including the Excellence in Supporting Pacific Learners endorsement in supporting Pacific Learners.

**3.1 Criteria**

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

1. have maintained, over a significant timeframe, teaching practices that exemplify excellence (above what is considered good practice), 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 Aotearoa/New Zealand context as appropriate;
3. are proactive in their own professional development as teachers and content specialists;
4. demonstrate leadership and have made a significant contribution to the teaching practice of colleagues (internal and/or external), to relevant communities and/or to their particular discipline/focus area;
5. 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.

**3.2 General Criteria**

In demonstrating teaching excellence 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/sector? (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/training strategies, goals, teaching/training methods and materials, student interactions and course/programme design exemplify ‘sustained 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.*

**Leadership and impact**

1. In what ways has your excellent practice had a ‘ripple effect’ and positive impact on others, e.g. colleagues, your discipline/sector, relevant community(ies)? How have your leadership, initiatives and contributions been recognised or supported by others?

*Think about your involvement, leadership and contributions to such things as professional organisations, other internal and external committees/bodies, the wider community; any publications or other forms of dissemination; mentoring others; special projects or innovations you have been involved in or initiated; other forms of assistance or support given to colleagues.*

**3.3 Kaupapa Māori Criteria**

a) These criteria recognise sustained excellence in a Kaupapa Māori-centred tertiary teaching context that results in positive and/or improved outcomes for ākonga (students) and depending on your area, some or all of the following:

* Te Tiriti o Waitangi;
* Mātauranga Māori and/or Mātauranga ā-Iwi;
* Te Reo Māori;
* Tikanga Māori;
* Whānau, hapū, iwi and/or other hapori Māori;
* Learners from other indigenous communities;
* Learners from other priority groups, such as adult learners, second chance learners, students from lower decile areas and disadvantaged youth.

b) Your portfolio should address one or more of the criteria under each of the following FOUR headings. As Kaupapa Māori teaching and learning is characteristically holistic, some of the sub-criteria will overlap. It is recommended that nominees choose the criteria under each heading that best fits their teaching portfolio.

**1. Ako – Teaching and Learning**

**Whakaakoranga | Pūkengatanga – Excellence in Teaching and Learning**

Begin your submission by responding to this section. What do you consider constitutes excellence in Kaupapa Māori teaching and learning within your practice and subject area? (Maximum of approximately 750 words of the total 6,000-word limit, equivalent to 3 minutes-45 seconds viewing/listening time if submitted in multimedia format).

**2. Wānangatanga – Knowledge[[1]](#footnote-1)**

a) **Mātauranga Māori and/or Mātauranga ā-Iwi – Māori and Iwi-Centred Knowledge**

How does your teaching include and promote Māori and/or iwi-centred knowledge, perspectives and world views, including traditional (mātauranga tawhito) and/or new knowledge (mātauranga hou)?

b) **Te Reo Māori – Māori Language**

How does your teaching promote and advance te reo Māori in your subject area?

c) **Tikanga Māori – Customary Practices and Protocols**

How does your teaching draw on tikanga Māori to enhance teaching and learning?

d) **Māuitanga – Innovation**

Describe how your approach to knowledge transmission innovates (auaha), engages (whakapiri), enlightens (whakamārama) and empowers (whakamana) learners.

3. **Ngā Uara – Values**

a) **Mana | Rangatiratanga – Leadership**

How does your teaching demonstrate leadership in some or all of the following?

* Applying Māori/indigenous teaching pedagogies, transformative practices and support strategies that enhance students outcomes;
* Developing innovative and engaging assessment practices;
* Developing innovative and/or new teaching pathways, programmes and disciplines;
* Identifying and/or changing structural or institutional impediments to student success;
* Advancing the Kaupapa Māori community comprising Māori teachers and learners;
* Making a significant contribution to whānau, hapū, iwi and/or other hapori Māori;
* Enhancing outcomes for other indigenous or priority groups;
* Creating student-centred community focussed teaching and learning;
* Encouraging cross-disciplinary approaches.

b) **Whakamanatanga and Whakarangatiratanga – Empowering Learners and Communities**

* How does your teaching reflect one or more of the following?
* Student-centred teaching, learning and achievement;
* Promotes the student voice;
* Empowers students to take leadership in their learning;
* Enables students to make connections between prior experience and current learning;
* Empowers students and their communities;
* Empowers colleagues to be successful teachers.

**c) Whanaungatanga – Developing and Maintaining Strong Relationships**

How does your teaching develop connections with some or all of the following communities?

* Your students;
* Your colleagues;
* The wider community of teachers in your field;
* Relationships between learners and their whānau, hapū, iwi and/or other hapori Māori;
* Other indigenous or priority groups;
* Employers, industry, public service groups and professional groups.

**d) Manaakitanga – Respect and Support for Learners, Colleagues and Communities**

How does your teaching demonstrate one or more of the following?

* Commitment toward students;
* Effective pastoral care and academic support for learners;
* A culturally safe, mana-enhancing teaching and learning environment (āhurutanga);
* Inclusion and acceptance of other iwi, communities and cultures;
* Supporting the physical, mental, emotional, social, cultural and spiritual wellbeing of students and colleagues.

4. **Mātaki | Taunaki – Evaluation of Excellence in Teaching and Learning**

All nominees should address this criterion. What evidence can you provide to show the effectiveness of your teaching, including some or all of the following?

* Student feedback;
* Evidence from internal or external teaching evaluation systems;
* Evidence of self-reflective practice;
* Peer reviews of your teaching;
* Formal feedback, citations or awards from your institution or other organisations;
* Stakeholder and/or community feedback.

**3.4 Excellence in supporting Pacific Learners endorsement**

Additionally, any nominee committed to demonstrating teaching excellence for Pacific learners may include an electronic copy of a document (no more than an additional 1,000 words or equivalent to five minutes of multimedia material) providing detailed evidence of how their work with Pacific learners demonstrates;

* understanding the enabling factors for Pacific learners that are related to prior learning through their cultures, family context and background, personal values and life experiences.
* ability to form good relationships with Pacific learners, their families and communities.

Note: This must be provided separately from the portfolio.

1. Derived from wānanga meaning knowledge, institution of knowledge and persons with high level knowledge (J. Moorfield, Te Aka; H W. Williams, Dictionary of the Māori Language; G. Grey, Ngā Mōteatea; A. T. Ngata & P. Te Hurinui Jones, Ngā Mōteatea) and inclusive of mātauranga Māori, mātauranga tawhito, mātauranga hou, mātauranga ā-Iwi, tikanga and te reo Māori. [↑](#footnote-ref-1)