

National Tertiary Teaching Excellence Awards 2020

Procedures, Guidelines and Criteria



Tertiary
Teaching
Excellence
Awards

We're here to help

The Guidelines include information on award eligibility, the nomination process and portfolio requirements. A helpful Checklist is included at the end of this booklet.

There are other resources and people in each region available to give assistance and answer questions. Please contact us (see Enquiries on page 16 of this booklet).

Deadline for nominations and portfolios is 5:00pm, Friday 27 March 2020.



Contents

1	General information	2
1.1	Background to the awards	3
1.2	The awards	3
1.3	Eligibility for nomination	4
2	Nomination process	6
2.1	Nominations	7
2.2	Portfolios	7
2.3	Submission of portfolios	8
2.4	Deadlines	8
2.5	Selection of award recipients	8
2.6	Responsibilities of award recipients	9
3	Criteria	10
3.1	Overview of the criteria	11
3.2	General criteria	11
3.3	Kaupapa Māori criteria	12
3.4	Excellence in supporting Pacific Learners endorsement	14
4	Enquiries	16
5	Checklist	18

General information

1.1 Background to the awards

The national Tertiary Excellence Awards (TTEA) were established in 2001 to celebrate and promote sustained excellence in tertiary teaching. Ako Aotearoa encourages nominations from any education organisation that receives Tertiary Education Commission (TEC) funding. This includes Adult & Community Education (ACE), Industry Training Organisations (ITO), Institutes of Technology/Polytechnics (ITP), Other Tertiary Education Providers (OTEP), Private Training Establishments (PTE), Universities and Wānanga.

The Tertiary Excellence Awards Committee ('the Committee') is responsible for setting the criteria, assessing each portfolio against the criteria and recommending award recipients to the Minister of Education. Awards are formally presented at a function held at the New Zealand Parliament Buildings.

The 2020 version of the Excellence Awards procedures, guidelines and criteria will remain the same as those revised in 2019:

- a) The process is **inclusive**. The approach takes into account different teaching and learning contexts to a greater extent than before. The goal is to encourage nominations from across the entire tertiary education sector and to reflect educational diversity in the 21st century. For consistency, the term 'teacher' is used throughout these Guidelines. Other terms such as facilitator, kaiako, assessor, trainer/employer, lecturer, tutor, mentor, educator and course leader are also valid, depending on the context. 'Student' also is used, but other terms such as learner, trainee, apprentice, ākonga, client, candidate and course member are also valid.
- b) The criteria are **flexible**. Nominees are asked to describe '*teaching excellence*' and '*effective learning outcomes*' in their particular context and then demonstrate how they exemplify excellence within that context. The focus is on how nominees exceed what is considered good practice.
- c) The portfolio requirements are **focussed**. The maximum length is set at 6,000 words. Video and audio (but not websites) material is allowed to illustrate how the criteria are met. This addition means the written portfolio word count needs to be reduced to include this material.

1.2 The awards

Up to twelve (12) Sustained Excellence Awards of \$20,000 each are awarded annually, with provision for

- (a) a maximum of ten (10) awards under the General Category;
- (b) two (2) or more under the Kaupapa Māori Category;
- (c) one (1) Excellence in Supporting Pacific Learners endorsement (with an additional \$5,000 grant), awarded to one of the recipients if the endorsement criteria are met;
- (d) one (1) Prime Minister's Supreme Award (with an additional \$10,000 grant), awarded to the nominee whose portfolio the Committee agrees best exemplifies the overall criteria.

The Excellence in Supporting Pacific Learners endorsement and the Prime Minister's Supreme Award may be awarded to the same recipient, in either the General or Kaupapa Māori Category.

Nominations of teaching teams can be submitted, under either of the two categories and the endorsement. The award and monetary grant are the same for teams as for individuals.

1.3 Eligibility for nomination

All New Zealand tertiary education organisations receiving funds from the Tertiary Education Commission (ACE, ITO, ITP, OTEP, PTE, universities and wānanga) are eligible to nominate teaching staff or teaching teams for the awards.

Nominations may be made under the General Category or the Kaupapa Māori Category. The Excellence in Supporting Pacific Learners endorsement is available under both categories.

For a teaching team to be eligible all team members must meet the following requirements.

Nominees must meet all the following eligibility requirements to be considered for an award:

- a) Nominations must be submitted and endorsed by the nominee's organisation.
- b) Nominees must have been in a teaching position, in a New Zealand tertiary education organisation, for a minimum period of six (6) years equivalent fulltime. See 1.1(a) for explanation of the term 'teacher', used in these Guidelines.
- c) Part time teachers may be nominated if their aggregated teaching time totals at least six (6) years.
- d) Previous awardees may be renominated after a further six (6) years. They must signal that they have previously received an award.

Some of the past national awardees



Nomination process

2.1 Nominations

- a) Any tertiary education organisation (see 1.3) may submit up to **four (4)** nominations, with no more than **three (3)** within the General Category.
- b) Nominations can ONLY be submitted through the Nominee's organisation.
- c) The CEO/Tumuaki/VC (or equivalent) of the organisation must complete the Nomination Form for each nominee. This verifies that the nominee meets the eligibility requirements, that the portfolio addresses the chosen criteria and that the nomination is supported by a representative sample of student feedback.
- d) The Nomination Form should clearly indicate whether the nomination has been submitted under the **General Criteria** or **Kaupapa Māori Criteria**. A nomination cannot be made under both sets of criteria.
- e) The Nomination Form should also indicate if the **Excellence in Supporting Pacific Learners** endorsement is being applied for.
- f) The Tertiary Teaching History Form must be completed by the nominee to clearly illustrate his/her teaching experience and confirm a minimum of six (6) years teaching experience in the tertiary sector. Every member of a team being nominated must complete this form.

2.2 Portfolios

The purpose of the portfolio is for nominees to demonstrate how they meet the criteria, with supporting evidence (see Section 3). The portfolio:

- a) may be prepared by the nominee or by others on behalf of the nominee;
- b) must not exceed **the equivalent of 6,000 words**, no smaller than a 12-point font, including the words in tables, charts, illustrations or boxes that are predominately text, references and evaluations. Page headers/footers, short captions and figures included in diagrams and tables are excluded from the word count;
- c) 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;
- d) should include, within the 6000-word (or equivalent 30-minute digital/audio material) limit, (i) a maximum of five formal references (e.g. from students, peers, employers of former students, community members) and (ii) a representative sample of student/course feedback and evaluations from the time period covered by the application (with reasons given for any gaps). Citations and summaries of feedback need to be referenced by course title/cohort and year or other identification relevant to the particular context. To ensure independent verification of evidence, nominees are encouraged to use their organisation's evaluation and feedback systems, although alternative processes also may be used.
- e) If a nominee wishes to be considered for the **Excellence in Supporting Pacific Learners endorsement** a separate additional PDF document of a further 1,000 words maximum must be included. (This is equivalent to five minutes of digital/audio material). Read the criteria for this endorsement on page 14.

2.3 Submission of portfolios

Nominations must include:

- a) — one electronic copy of any written portfolio (and, if relevant, the Excellence in Supporting Pacific Learners document) in PDF format
 - any video or audio files (if applicable) in MP4 and MP3 format respectively
 - a screen snapshot verifying the word count and/or video and/or audio content viewing/listening time/s;
- b) a copy of the Tertiary Teaching History Form (one for every nominee if a team nomination);
- c) a copy of the completed Nomination Form.

All of the above should be submitted electronically as per the instructions on the Ako Aotearoa website at: ako.ac.nz/ttea

Ako Aotearoa will acknowledge receipt of portfolio content via email. All content will be carefully checked to confirm eligibility. Those nominations that do not meet the criteria will not be considered, and will therefore be returned to the nominee immediately.

2.4 Deadlines

The deadline for the receipt of nominations is **5.00pm Friday 27 March 2020**.

Late nominations will not be accepted.

2.5 Selection of award recipients

A copy of all nominations and portfolios meeting the requirements set out in 1.3 and 2.1 – 2.4 will be forwarded to Committee members for consideration. Committee members:

- a) are excluded from assessing portfolios from their own current organisation;
- b) must declare in writing any other potential conflicts of interest, which will be considered by the Committee and a decision made by the Chair whether to exclude any members from assessing any portfolios;
- c) will evaluate each portfolio against the criteria for the category indicated on the Nomination Form (i.e. General or Kaupapa Māori) and, if relevant, the criteria for the Excellence in Supporting Pacific Learners endorsement;
- d) reserve the right to seek further clarifying information from nominees if necessary;
- e) reserve the right not to make the full number of awards in any of the categories if there are insufficient nominations that reach the required standard.

The Committee's decisions will be full and final, and no correspondence about individual decisions will be entered into with nominees or institutions.

2.6 Responsibilities of award recipients

Awards are granted on the understanding that award recipients:

- a) will use the award monies on initiatives that will enhance the recipient's teaching career, promote good practice and/or benefit students;
- b) will provide a short report to Ako Aotearoa by 31 March 2021 explaining how the award has or will be used (Ako Aotearoa will provide a form for this purpose);
- c) are willing to share, present and promote good practice within their own and other organisations;
- d) will be asked to approve a brief article prepared by Ako Aotearoa from their portfolio to be included in the TTEA 2020 Awardee Profiles book.

Ako Aotearoa reserves the right to publish extracts from award-winning portfolios online or in print and to reproduce images from portfolios to use in relation to the TTEAs.

Criteria

The following section provides information on **three awards**. The portfolios are assessed on the basis of the criteria (General Criteria or Kaupapa Māori Criteria). There are additional criteria for the Excellence in Supporting Pacific Learners endorsement.

Nominees must describe and provide evidence of how they meet the criteria. The same criteria apply to teaching teams, i.e. the team as a whole must meet all of the criteria. Please see 1.1 (a) for an explanation about the use of the terms, 'teacher' and 'student' in the criteria.

3.1 Overview of the criteria

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

- a) 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;
- b) 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;
- c) are proactive in their own professional development as teachers and content specialists;
- d) 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;
- e) 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 stakeholders.

Celebrating outstanding
educational leadership

3.2 General 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

- 2) 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

- 3) 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

- 4) 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—see 2.2e for further details.)

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

- 5) 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.

E whakanui ana i te ārahitanga
mātauranga whakahirahira

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 – Knowledge²

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 hāpori Māori;
- Enhancing outcomes for other indigenous or priority groups;
- Creating student-centred community focussed teaching and learning;
- Encouraging cross-disciplinary approaches.

b) **Whakamanatanga and Whakarangatiranga – 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 hāpori Māori;
- Other indigenous or priority groups;
- Employers, industry, public service groups and professional groups.

² 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.

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.



The story behind the korowai – Rauaroa

The name Rauaroa was chosen for the korowai that is worn by each recipient of the annual Prime Minister's Supreme Award. The korowai is a chiefly garment that recognises the mana of the supreme award and the person who receives it. It will be passed on each year to the Supreme awardee.

The karakia (ancient invocation) Te Hokai tells the story of how Tāne-nui-ā-rangi climbed to the uppermost of the twelve heavens to obtain the three baskets of knowledge – te Kete Tuauri (sacred knowledge), te Kete Tuatea (ancestral knowledge), te Kete Aronui (life's knowledge).

Before he received the three baskets of knowledge on arrival at the entrance of the uppermost heaven, Tikitiki-o-Rangi, Tāne was met by the spiritual beings who guard the doorway to Tikitiki-o-Rangi. After undergoing a ceremony, Tāne was guided to Io (the supreme being) where he was asked about the reason for his visit. Tāne was then taken to a place called Rauaroa where the male and female beings of Tikitiki-o-Rangi are, and he underwent ritual ceremonies to prepare him to receive the knowledge.

Rauaroa has been made entirely of muka (flax fibre) and bird feathers by Te Atiawa weaving expert, Veranoa Hetet. Rauaroa was six months in the creation and is the result of painstaking and fastidious work. During that time Veranoa allowed her hands the luxury of just three weeks rest.

It has been created using traditional methods handed down through six generations of Veranoa's whānau. Veranoa says that korowai are made to last and based on the longevity of similarly created Māori chiefly garments, Rauaroa will last for more than three hundred years. Ako Aotearoa acknowledges Veranoa's contribution to the Tertiary Teaching Excellence Awards.

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, who can arrange mentoring from members of the Ako Aotearoa Academy of Tertiary Teaching Excellence (previous TTEA winners).

- Ruth Peterson, Regional Manager, Northern Hub Sector Services Manager
P: 09 212 7135 E: ruth.peterson@ako.ac.nz
- Graeme Read, Regional Manager, Central Hub Sector Services Manager
P: 06 951 9219 E: graeme.read@ako.ac.nz
- Jennifer Leahy, Regional Manager, Southern Hub Sector Services Manager
P: 03 364 2500 E: jennifer.leahy@ako.ac.nz

View our videos about the Awards and nomination process:

- About the Tertiary Teaching Excellence Awards
<https://youtu.be/j0Fsn5XGdCE>
- The TTEA nomination process
<https://youtu.be/j0Fsn5XGdCE>
- How to prepare a portfolio for the TTEA
<https://youtu.be/j0Fsn5XGdCE>

Links to further information and resources can be found via our website at: www.ako.ac.nz/ttea

Checklist



Checklist



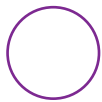
1. Prepare your portfolio

Read the Procedures, Criteria and Guidelines document. Gather evidence that supports your sustained excellence and effective learning outcomes (e.g. information from evaluations; emails, notes, letters from students, colleagues and others; feedback from surveys; completion and other outcome data).



2. Plan video and/or audio content well

Want to include video and/or audio content as part of your portfolio? Remember, 30 seconds of watching/listening time = 100 words of text, so plan well. Make sure your video/audio content brings new information that illustrates your practice against a criteria. Signpost to the criteria well and keep your clips to a maximum of 3 minutes in length.



3. Help is available

Contact the Ako Aotearoa Sector Services Manager in your area for advice on preparing a portfolio (see page 17 for details). They can connect you with a member of the Ako Aotearoa Academy for Tertiary Teaching Excellence³ for additional guidance or mentoring.



4. Checking against criteria

Check your portfolio covers all criteria required (for either General or Kaupapa Māori categories, as well as the Excellence in Supporting Pacific Learners endorsement if you are applying for this as well.)



5. Deadline – Friday, 27 March 2020

Send one electronic copy of your portfolio (written and video/audio, if applicable) supporting evidence, word count verification, signed Nomination Form and Tertiary Teaching History Form – to arrive no later than 5pm that day.

Good luck – noho ora mai

The Ako Aotearoa team

³Previous national TTEA recipients





Ngā Tohu
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