

Recognizing and rewarding teaching: Australian teaching criteria and standards and expert peer review

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National Senior Teaching Fellowship (2015-17)

Typical ways to recognise excellent teachers



Typical ways to reward excellent teachers



Teaching awards, Fellowships

- Within institution
- National eg Australia, NZ, UK, North America

Grants for teaching initiatives

- Within institution
- National eg Australia, NZ, UK, North America, Chile

Professional development

- Within institution
- National eg Australia, NZ, UK, North America

Promotion

- Within institution only (research, teaching, engagement)

Why bother recognizing and rewarding teachers?

“supporting staff by rewarding and recognising teaching activities is **central** to obtaining an **excellent student experience**” (Cashmore et al, 2013, p 5)



- Determine academic and professional profile models eg teaching-research, teaching-focused, teaching-only, teaching professional, other?
- Review and clarify institutional policy, practices and processes for appointment, performance review, promotion.
- Clarify criteria, set evidence and standards expectations
- Develop capacity for peer review and promotion panels
- Monitor and report on progress and outcomes

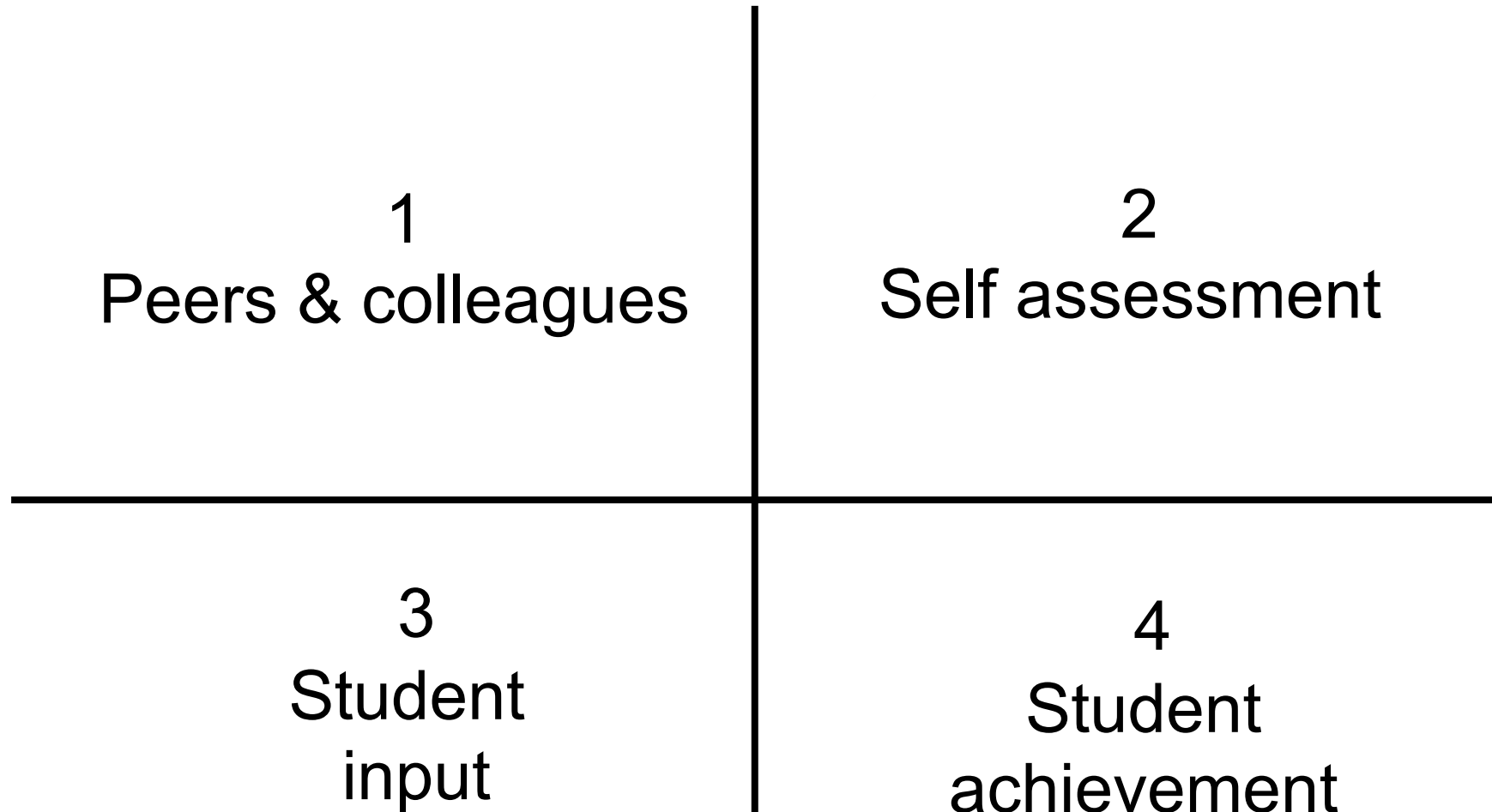
Example:

The Australian University Teaching Criteria and Standards Project

The AUTCAS framework – promotional levels

Criterion 1: Design and planning of learning activities				
Planning, development and preparation of learning activities, learning resources and materials, for a unit, course or degree program; including coordination, involvement or leadership in curriculum design and development.				
Lecturer (A)	Lecturer (B)	Senior Lecturer (C)	Associate Professor (D)	Professor (E)
<ul style="list-style-type: none"> Planned learning activities designed to develop the students' learning Sound knowledge of the unit content and material Unit outline that clearly details learning outcomes, teaching and learning activities and assessment Preparation of unit materials Peer review of unit materials by unit/course coordinator For relevant items in the student survey, threshold or above threshold scores for all units taught e.g. <ul style="list-style-type: none"> Appropriate teaching techniques are used by the teacher to enhance my learning. The teacher is well prepared. The teacher effectively used learning technologies to support my learning 	<ul style="list-style-type: none"> Deep knowledge of the discipline area Well planned learning activities designed to develop the students learning Scholarly/informed approach to learning design Thorough knowledge of the unit material and its contribution in the course Effective and appropriate use of learning technologies Effective unit/ course coordination Effective preparation of tutors and management of teaching teams Peer review of unit materials by course coordinator For relevant items in the student survey, threshold or above threshold scores for two consecutive years and in all units taught 	<p>Meets the requirements for Level B and</p> <ul style="list-style-type: none"> Deep knowledge of the discipline area Innovation in the design of teaching, including use of learning technologies Effective preparation and management of tutors and teaching teams Leadership in curriculum development and design. Development of significant curriculum materials Benchmarking of a unit or course against similar units/courses 	<p>Meets the requirements for Level C and</p> <ul style="list-style-type: none"> Leadership in effective curriculum development at a program level Contribution to the teaching or curriculum and/or discipline at a national level External expert peer review of unit/course materials /curriculum/initiative curriculum Adoption of learning materials by other universities Nomination for a teaching award for curriculum contribution 	<p>Meets the requirements for Level D and</p> <ul style="list-style-type: none"> Leadership role and impact in curriculum design and review, planning and/or development at a (inter) national level Significant curriculum or disciplinary contribution through published student learning materials/textbooks Leadership in mentoring and supporting colleagues in planning and designing learning activities and curriculum
<p>Indicative Evidence</p> <ul style="list-style-type: none"> Unit/course outline and materials 				

Sources of evidence used to assess and improve teaching



The Website



<http://uniteachingcriteria.edu.au>

What is it?

A framework that provides universities and their academic staff with a practical guide to clarify what constitutes quality teaching and how it can be rewarded. The Australian universities joined this national project with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded.

SEE MORE

Why this website?

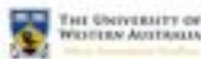
The primary purpose is to enable dissemination of the outcomes of the project, the framework and documents that support its use. The framework itself provides indicative criteria and performance standards that can be adapted by different institutions to suit their own teaching criteria and standards.

SEE MORE

What does it offer?

Documents that support the use of the framework, including: instructions on the intended use of the framework, explanation of the principles of quality teaching that underpin the framework, useful guides and resources, and tips and strategies for career planning and collecting evidence, as well as external resources and project information.

SEE MORE



Progress: AUTCAS

1. Visiting and supporting Australian universities, HEPs to develop teaching criteria and standards in policy, procedures, practice
2. Visiting and supporting international universities (Canada, NZ, Chile, South Africa, Thailand, Sweden) to develop teaching criteria and standards in policy, procedures, practice
3. Presenting at universities, forums, conferences
4. Meeting with members, representatives, associations to discuss AUTCAS applications.
5. Maintaining and updating website

Australian Professional Tertiary Teacher Standards (APTTS)



2. Investigate the feasibility of a sector-developed and endorsed Australian Professional Tertiary Teacher Standards (APTTS).

Progress

- Meeting with executive and members of associations and organisations, university/HE leaders, individuals
- Engaging with UK PSF and HEA Fellowship programs in Australia and NZ
- Preparing a discussion paper for circulation
- Extending *uniteaching* website (in development)

Peer review of teachers

3. Investigate and trial a process of peer review that will apply teaching criteria and standards and model how to assess teaching excellence and quality.

College of Peers - a network of external peer reviewers who are trained to review portfolios against institutional and/or external criteria for promotion, assessment

Members of CADAD, ACODE, HERDSA. OLT Fellows etc. and individuals who are identified as having expertise in a range of different aspects of teaching and learning - teaching and learning methodologies, strategies, scholarship, elearning, curriculum, leadership, etc

Establish a trial for proof of concept - resource to the sector

Peer review of teachers within institutions



Classroom teaching practices

Course content currency and sequence

Assessment quality and provision of feedback

Learning materials and resources

Course management and administration

Teaching strategies utilised

Evaluation of teaching

Post graduate supervision

Leadership roles in teaching and learning

Scholarly teaching & scholarship of teaching

Peer review of teachers (cont.)

Progress

- Meeting with executive and members of associations and organisations, university/HE leaders, individuals
- Preparing a discussion paper for circulation
- Extend *uniteaching* website (in development)
- Engaging with related OLT programs / projects

**TEACHER and TEACHING
evaluation needs to inform the
reward and recognition of
excellent teachers and excellent
teaching**

**And then it needs to be
embedded at all levels
throughout the institution!**

National Senior Teaching Fellowship Program (2015 -17)



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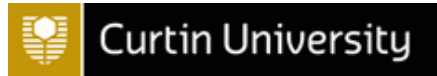
<http://uniteachingcriteria.edu.au>

What is it?
A framework that provides universities and their academic staff with a practical and flexible guide for clarifying what constitutes quality teaching and how it can be evidenced. Five Western Australian universities led this national project with the explicit aim of developing a framework which quality teaching can be evidenced against.

Why this website?
The primary purpose is to enable dissemination of the outcomes of the project, the framework and documents that support its use. The framework itself provides indicative criteria and performance standards that can be adapted by different institutions to suit their own teaching criteria and standards.

What does it offer?
Documents that support the use of the framework, including: instructions on the intended use of the framework, explanation of the principles of quality teaching that underpin the framework, useful guides and resources, and tips and strategies for career planning and collecting evidence, as well as external resources and project information.





AUTCAS Project team (2012-15)

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