

A Guide to

the Otago Teaching Profile



UNIVERSITY
of
OTAGO
Te Whare Wānanga o Ōtāgo
NEW ZEALAND

The Otago Teaching Profile is an evidence-based account of your development as a teacher, your achievements, and your impact on student learning.

We know that good teaching is the result of reflection, evaluation and improvement, and we know that good teachers reflect on, evaluate and improve their teaching. The Otago Teaching Portfolio allows you to document your reflection, evaluation and improvement, and it provides useful evidence that allows readers to make judgments about the quality of your teaching.

This guide will assist you in preparing an Otago Teaching Profile.

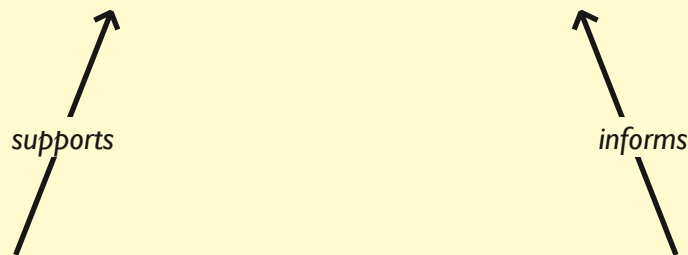
October 2016

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Self-Evaluation Statement (submitted)

A self-evaluation of teaching supported by evidence.



Supporting Document (submitted)

- A. Schedule of teaching responsibilities (required)
- B. Results of student questionnaires about teaching and/or papers (required)
- C. Feedback about coordinators and team leaders from a Coordinator/ Team Leader Questionnaire (optional)
- D. Context forms for student questionnaires about teaching and papers (optional)
- E. Peer review of teaching and supervision forms (only if peer review used)
- F. List of documents on-call (required)

On-Call Document (not submitted)

For example:

- Data on students' feedback about teaching and papers, such as student questionnaires or focus group results
- Documents from peer review including reports from reviewers;
- Documents about teaching and paper or course development activities;
- Evidence of attendance at conferences and workshops related to teaching;
- Publications on teaching and research into university teaching.

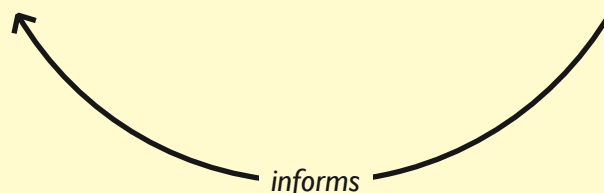
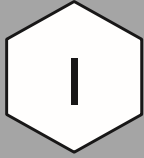


Figure 1: The components of the Otago Teaching Profile



Introduction

Teaching is a complex practice that includes designing courses, delivering content, fostering values and dispositions, training skills, choosing assessments and readings, marking, communication with students outside lectures, etc. Teaching can involve small or large groups of students, teams of teachers or individuals, clinical or university based settings, at a distance or local. The Otago Teaching Profile is your chance to document your development as a teacher, and the quality of your teaching, in your particular teaching context.

The Otago Teaching Profile forms **one part** of the documentation you assemble for confirmation and promotion purposes (and for teaching award applications). It is about the teaching aspects of your academic role, and should address everything you do to support and enhance student learning. In this document you reflect on your teaching and how you have improved, backed up by evidence, and this can be used to make a judgement about your teaching performance.

Staff at the Higher Education Development Centre (HEDC) can support you to develop your teaching and to prepare your Otago Teaching Profile. Contact us at hedc@otago.ac.nz. HEDC runs a New Teachers' Programme (<http://www.otago.ac.nz/hedc/staff/support/index.html>) and an extensive Workshop Programme (<http://hedc.otago.ac.nz/workshop/list.do?type=HEDC>), including workshops on evaluation and the Otago Teaching Profile.

In addition there are workshops on confirmation and promotion which provide opportunities to discuss the Otago Teaching Profile with peers. These are jointly run by HEDC and Human Resources (HR). Details of confirmation workshops are provided to all new academic staff appointed to confirmation path positions (or contact HR on ext 9263).

If you want to read more, we recommend the following books about learning and teaching in higher education (all are available as e-books from the library):

- Biggs, J. B. & Tang, C. (2011). *Teaching for Quality Learning at University*, (4th Edition). Maidenhead: McGraw Hill.
- Harland, T. (2012). *University Teaching: An Introductory Guide*. London: Routledge.
- Ramsden, P. (2012). *Learning to Teach in Higher Education*, (2nd Edition). London: Routledge Falmer.

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Prepare early

Preparing an Otago Teaching Profile takes time. You must evaluate and improve your teaching. You must collect and reference evidence about the effectiveness of your teaching. Both of these tasks require long-term planning.

Your Otago Teaching Profile is based on, and refers to, your reflection about your teaching. Ideally this is an ongoing process:

1. Consider what is good teaching in your context,
 2. Design what you will do,
 3. Teach,
 4. Evaluate success and what you can do to improve,
1. Reconsider, and refine your ideas about what makes good teaching in your context,
 2. Improve the design of what you will do,
 3. Teach in the improved manner,
 4. Evaluate success,
- and continue to reflect and improve.

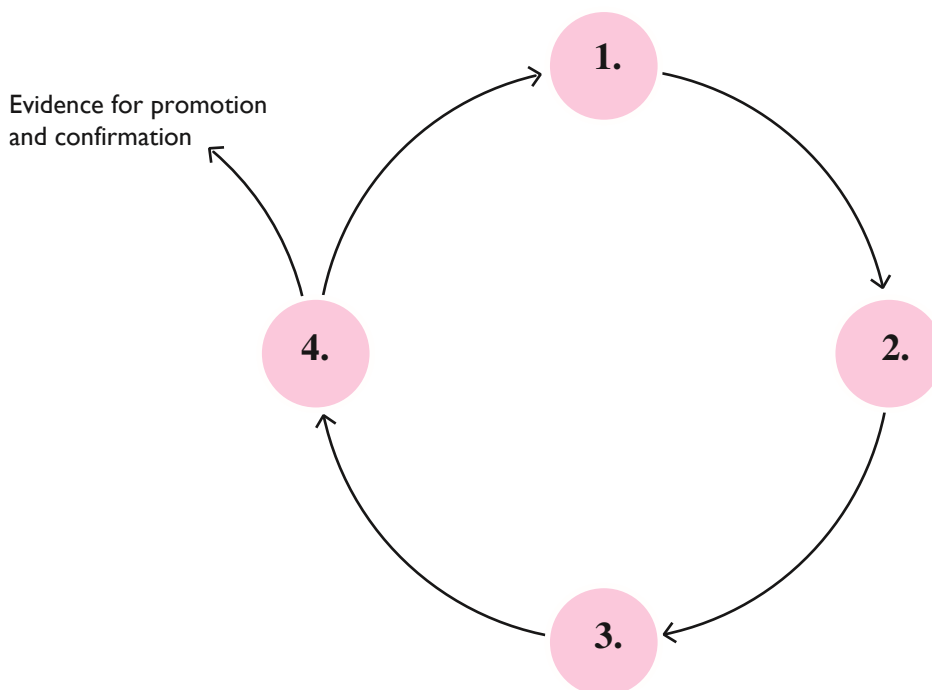


Figure 2: Cycle of reflection about teaching

The Otago Teaching Profile also asks you to provide evidence about the development and sustained quality of your teaching. You must plan to gather evidence as you teach, often every year you teach. See Figure 3 for some sources of evidence you might collect, and section 6 for more about how to use this evidence.

An important source of evidence about the quality of your teaching is student feedback from questionnaires. You can ask students to fill out a questionnaire with questions about your teaching or about the whole paper in which you teach (Otago used separate questionnaires for teachers and for courses but from 2016 these will be combined into one student questionnaire that can have questions about a teacher and/or about a course). You should include results from student questionnaires for the last three years of your teaching. However, you should also refer to or summarise evidence from student questionnaires from your whole career (see figure 3 and section 6).

We recommend that you discuss your evaluation plan with your HoD to ensure you are meeting departmental expectations. You can also seek advice from staff at the HEDC - Phone (03) 479 8492. In particular, HEDC's evaluation service offers advice, support and information on all aspects of the University of Otago's student questionnaires – (03) 479 7581, hedc.evaluation@otago.ac.nz.
<http://www.otago.ac.nz/hedc/evaluate/index.html>

Evidence that can be used to evaluate and improve teaching

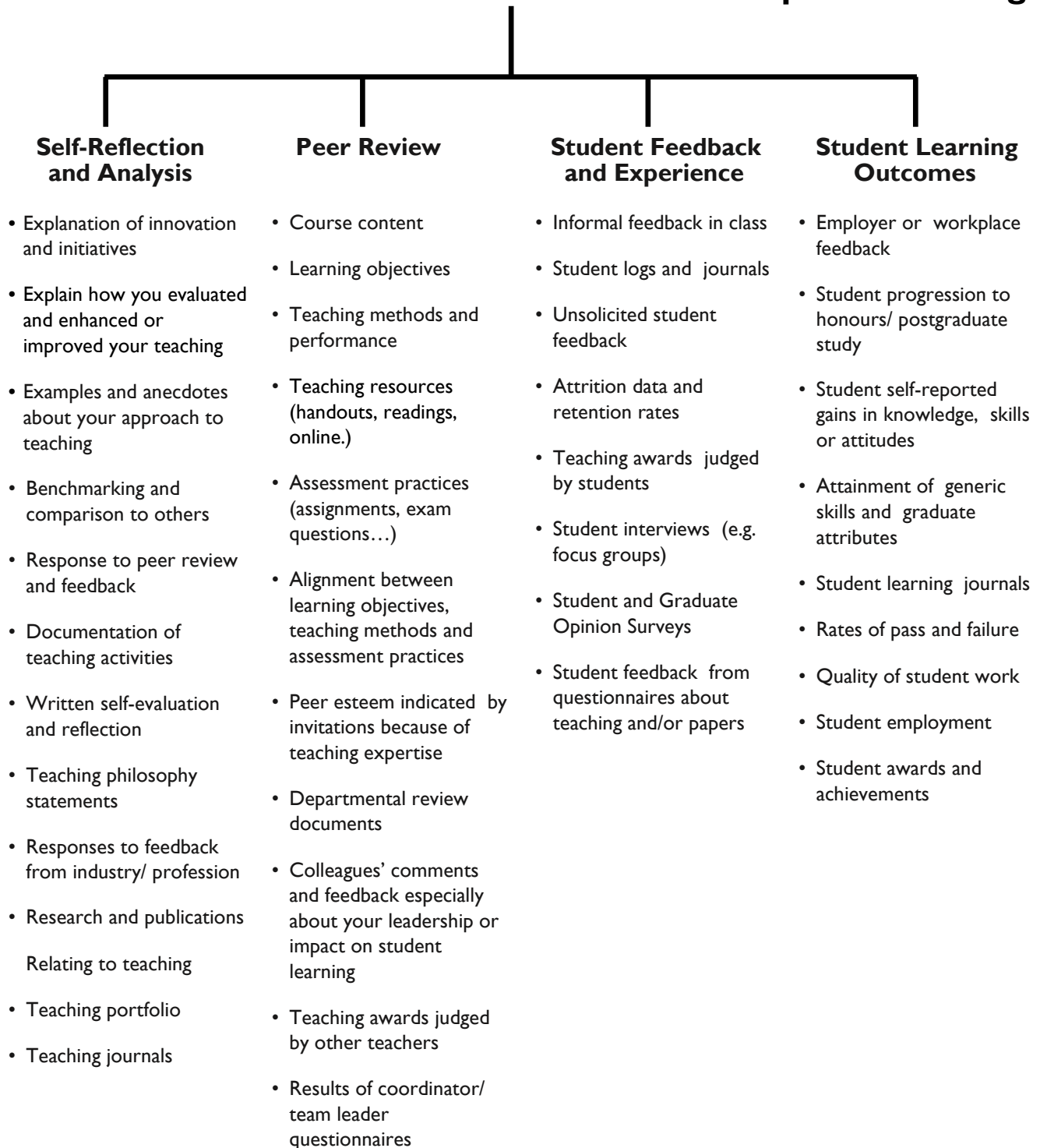


Figure 3: Sources of evidence. Adapted from Smith (2008, p. 527)

Smith, Calvin (2008) 'Building effectiveness in teaching through targeted evaluation and response: connecting evaluation to teaching improvement in higher education', *Assessment & Evaluation in Higher Education*, 33: 5, 517 — 533.



Preparing an Otago Teaching Profile

The Otago Teaching Profile consists of three components (see Figure 1):

1. The self-evaluation of teaching statement,
2. The supporting documents, and
3. The list of on-call documents.

Step 1 – gather evidence

Gather evidence that shows how your teaching has developed over time, and, evidence that shows the sustained quality of your teaching.

There are four main sources of evidence you may draw on (figure 4):

1. Your self-reflection and analysis,
2. Peer review of your teaching or colleagues' perceptions,
3. Student feedback about their experience of papers, teaching and supervision,
4. Data about student learning outcomes.

Some forms of evidence will be generated automatically as you teach (enrolment numbers and grades), and you only need to record this. But, for some evidence you will have to deliberately take action to gather it (peer review of teaching, student questionnaires).

It is sensible to keep track of relevant evidence as it comes to hand, rather than trying to collect it when you are preparing your Profile. For convenience, you might initially dedicate a box or electronic file for all relevant documents.

Step 2 – collate supporting documents

It is probably easiest to begin with the supporting documents from your Otago Teaching Profile. You should fill in, collate or complete:

- A. Schedule of teaching responsibilities (required)
- B. Results of student questionnaires about teaching and/or courses (required)
- C. Feedback from Coordinator/Team Leader Evaluation Questionnaires (optional)
- D. Forms for explaining the context of student questionnaires about teaching and papers [The form used at Otago is called a Context Form for Evaluation of Teaching and of Courses] (Optional)
- E. Peer review of teaching and supervision forms (only if peer review used)
- F. List of documents on-call (required)

Step 3 – compile the on-call documents

The on-call documents are referred to in your Otago Teaching Profile, but not included. You should make reference to these documents within your Self-Evaluation of Teaching Statement to support and illustrate the claims you make about your teaching. Your collection of on-call documents may become extensive and will need to be effectively managed and catalogued. You might sort all on-call documents into a ring binder file or equivalent. Alternatively you may wish to scan all of your 'hard copy' data into pdf files and assemble everything into a digital file.

Figure 3 presents some examples of sources of evidence that can be included as on-call documents. Remember, you do not include the on-call documents in your Otago Teaching Profile, but they should be available should you be asked to provide them.

Step 4 – prepare the Self-Evaluation of Teaching Statement

The Self-Evaluation of Teaching Statement can then be written with reference to the supporting and on-call documents that you have assembled.

Section 5 provides detailed guidance and examples about how to write your statement. Section 6 provides detailed guidance on using evidence to support the claims you make about your teaching.



The supporting documents

The supporting documents provide summaries of various aspects of your teaching. This section provides visual examples of these supporting documents.

Schedule of teaching responsibilities in last 3 years

Name: _____

Date: _____

* indicates some explanation probably needed in written statement

Note: Continue on a copy of this form if more space needed. Ensure that postgraduate research student supervisions are listed in section 6d of CV in "Research" not "Teaching" sections.

Year	Paper		Own teaching contributions ^{see note 1}				Leadership responsibilities		Teaching Evaluations			Paper Evaluations ^{see note 2}		
	University Code	Enrolments (give best estimate)	Number of Lectures per paper& duration	Number of Tutorials per paper& duration	Number of Practicals per paper& duration	* Other teaching contribution	* Paper Planner (Enter Y/N)	* Paper Coordinator (Enter Y/N)	Date of individual teacher qu'aire	Response rate %	Report attached (Y/N)	Date of paper qu'aire	Response rate %	Report attached (Y/N)
2016														
2015														
2014														

Note 1: Avoid ambiguity (e.g. does "10 hours' teaching" mean 10 hours per week, per semester, or per year?).
Note 2: Where Paper Evaluations involve other teaching staff the relevance of the evaluation to you should be explained in your self-evaluation statement and in your 'Context form for evaluations of teaching and of papers,' (if used).

Schedule of Teaching Responsibilities in last three years (required)

This form is used to provide readers with evidence about the range and level of your teaching. Readers often complain that completed forms do not provide enough detail or are inconsistent with other aspects of the Otago Teaching Profile. So, when filling in this form, please be specific about your contact hours, your roles and your student evaluation questionnaires. A template of this form can be downloaded from the HR website: <http://www.otago.ac.nz/humanresources/training/academic-staff/academic-promotion/index.html>

Dr Jane Spock

Historical Whotsits

Evaluations of teaching: summary data
University of Otago

2016

Generic Questions (compulsory)

Teaching Type
Ratings (1 & 2 Preferred) →

	WHOT201			WHOT203			WHOT301			Course			Course		
	Date: 16-30 Mar 2016	Date: 16-30 Mar 2016	Date: 16-30 Mar 2016	Date: 16-30 Mar 2016	Date: 16-30 Mar 2016	Date: 16-30 Mar 2016	Date: 9-23 Mar 2016	Date:	Date:	Date:	Date:	Date:	Date:	Date:	
	Responses: 10	Responses: 2	Responses: 4	Responses: 2	Responses: 4	Responses: 4	Responses:	Responses:	Responses:	Responses:	Responses:	Responses:	Responses:	Responses:	
	% Class: 100	% Class: 20	% Class: 40	% Class: 20	% Class: 40	% Class: 40	% Class:	% Class:	% Class:	% Class:	% Class:	% Class:	% Class:	% Class:	
	Bed-Side	Bed-Side	Practicals	Bed-Side	Bed-Side	Practicals									
	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	1&2 3 4&5	
1 How organised have you found Dr Spock's contribution to this course?	100	0	0	50	50	0	50	25	25						
2 How would you rate Dr Spock's ability to communicate ideas and information?	50	0	0	50	50	0	50	25	25						
3 How much has Dr Spock stimulated your interest in the subject?	25	25	0	50	50	0	50	25	25						
4 How would you describe Dr Spock's attitude toward students in this course?	20	20	10	50	50	0	25	25	25						
5 Overall, how effective have you found Dr Spock in teaching this course?	50	0	0	50	50	0	25	25	25						

Processed by: *Julie*Guide to numbers: <http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/evaluation-report-content/>

Printed by HEDC: 22/11/2016

Student feedback from questionnaires about teaching – This feedback is included in an ‘Evaluations of Teaching: Summary Data Report’

‘Evaluations of Teaching: Summary Data Reports’ summarise all your student questionnaires about teaching in a given year. A report will be provided to you by the HEDC every time you organise a student questionnaire about teaching.

In your Otago Teaching Profile you must provide the results of student feedback questionnaires from the past three years. You can provide Evaluation of Teaching: Summary Data Reports (student feedback about your teaching) and/or reports of Course Student Evaluation Questionnaires (student feedback about your papers).

Student Evaluation - Teacher Core and Paper Core									
Dr Jane Spock									
WHOT301									
10 - Students						Q.ID: E16006521			
4 - Responses						Date of Survey: 9-23 Mar 2016			
40 - % Class									
Note: For comments questions, numbers assigned to respondents, such as 1) or 3), will be missing if they have made no comment									
Core Teacher Questions									
1	How organised have you found Jane's contribution to this course?		1	2	3	4	5	NIL	Median
		Number	1	1	1	0	0	1	2.0
		Distribution 1	25%	25%	25%	0%	0%	25%	
		Distribution 2*	50%	25%	0%				
2	How would you rate Jane's ability to communicate ideas and information?	Excellent	1	2	3	4	5	Poor	NIL
		Number	1	2	1	0	0	0	2.0
		Distribution 1	25%	50%	25%	0%	0%	0%	
		Distribution 2*	75%	25%	0%				
3	How much has Jane stimulated your interest in the subject?	Very much	1	2	3	4	5	Not at all	NIL
		Number	1	2	1	0	0	0	2.0
		Distribution 1	25%	50%	25%	0%	0%	0%	
		Distribution 2*	75%	25%	0%				
4	How would you describe Jane's attitude toward students in this course?	Very helpful	1	2	3	4	5	Not at all helpful	NIL
		Number	1	2	1	0	0	0	2.0
		Distribution 1	25%	50%	25%	0%	0%	0%	
		Distribution 2*	75%	25%	0%				
5	Overall, how effective have you found Jane in teaching this course?	Very effective	1	2	3	4	5	Not at all effective	NIL
		Number	1	2	0	0	0	0	1.8
		Distribution 1	25%	50%	0%	0%	0%	25%	
		Distribution 2*	75%	0%	0%				
6	Any other comments about Jane's teaching?								
	2) Jane was awesome and I loved the team assignment								
	3) Slides on blackboard earlier would be good								
Core Paper Questions									
7	Overall, my learning experience in this paper was valuable.	Strongly agree	1	2	3	4	5	Strongly disagree	NIL
		Number	0	1	2	0	0	1	2.8
		Distribution 1	0%	25%	50%	0%	0%	25%	
		Distribution 2*	25%	50%	0%				
	Please explain:								
	3) Covered some of the WHOT201 content								
8	Overall, the teaching in the paper was valuable for my learning.		1	2	3	4	5	NIL	Median
		Number	0	1	1	0	0	2	2.5
		Distribution 1	0%	25%	25%	0%	0%	50%	
		Distribution 2*	25%	25%	0%				
	Please explain:								
	4) Jane's enthusiasm was catching								
Processed by: <i>[Signature]</i>									
H.E.D.C. University of Otago			To learn more about these numbers: http://hedc.otago.ac.nz/hedc/teaching/evaluating-your-teaching/evaluation-report-content/				Page 1 Printed: 22/11/2016		

Student feedback from questionnaires about papers – This feedback is included in the report from a ‘Student evaluation questionnaire – Teacher core and paper core’

A report from a ‘Student evaluation questionnaire – teacher core and paper core’ collates the student feedback about one paper, course or module.

In your Otago Teaching Profile you must provide the results of student feedback questionnaires from the past three years. You can provide Evaluation of Teaching: Summary Data Reports (student feedback about your teaching) and/or reports of Course Student Evaluation Questionnaires (student feedback about your papers).

Dr Dr Jane Spock		Whotsits			WHOT101			Course			Course		
Coordination of Tutors / Demonstrators: Summary Data University of Otago		2014			Date: 4-May-14 Staff Number: 11 Responses: 10	Date: Staff Number: Responses:			Date: Staff Number: Responses:				
Ratings Questions		Ratings (1&2 preferred)			1&2	3	4&5	1&2	3	4&5	1&2	3	4&5
1	Did Dr Jane Spock set appropriate objectives for the level of the course/paper?	90	10	0									
2	Did Dr Jane Spock encourage the teaching team to build on students' previous learning?	70	20	10									
3	Did Dr Jane Spock encourage the teaching team to integrate current research into their teaching?	60	30	10									
4	Did Dr Jane Spock stress the importance of effective two way communication with students?												
5	Did Dr Jane Spock plan a realistic timeline for students to complete learning tasks?	90	10	0									
6	Did Dr Jane Spock acquaint the teaching team with the desired outcomes for each session?												
7	Did Dr Jane Spock plan teaching activities that complemented teaching in other parts of the course?												
8	Did Dr Jane Spock provide adequate guidelines for the marking of assessed work?												
9	How well did Dr Jane Spock coordinate systems for obtaining feedback from students?	100	0	0									
10	How effective was Dr Jane Spock in providing support and advice to other members of the teaching team?												
11	How effective was Dr Jane Spock in managing systems for the safety and proper conduct of staff and students?												
12	Did Dr Jane Spock ensure that the teaching team was aware of the ethical issues related to the discipline?												
13	Did Dr Jane Spock take appropriate action in the case of equipment malfunction and failure of supply?												
14	How effective was the training provided by Dr Jane Spock for the teaching team?	80	10	10									
15	How effective was Dr Jane Spock in managing the preparation of resources for teaching sessions?												
16	Did Dr Jane Spock set up effective communication processes for the team?												
17	Overall, how effective was Dr Jane Spock in leading the teaching team?	90	10	0									

Processed by: *ALG (Allen Goodchild)*

All values given are calculated as a percentage of the responses received

Printed by HEDC: 5/10/2014

Questionnaires about Coordinators and Team Leaders (Optional)

The questionnaire about Coordinators and Team Leaders provides feedback from other teaching staff about your coordination of teaching and learning activities. If you coordinate a team of teachers, tutors or demonstrators you should consider asking these colleagues to complete a questionnaire about your coordination. This questionnaire process is described in full on the HEDC webpages: <http://www.otago.ac.nz/hedc/evaluate/coordinator-team-leader/index.html>

NAME:	Dept/School:	<i>THIS FORM IS OPTIONAL. The purpose of this form is to describe the teaching context, and your contribution to the courses which have been evaluated. This allows the reader to understand and interpret the evaluation results and how they relate to the quality of your teaching.</i>			
	Year:				
Context form for evaluations of teaching and of courses					
<ul style="list-style-type: none"> • Use separate form for each year • Use box 9 to expand on any item. • If any response rate was less than 70%, please explain the reasons in box 9. 					
	Enter Paper Code →				
	Enter Date of Evaluation Questionnaire →				
	Circle Evaluation Type →	Individual Teacher / Course	Individual Teacher / Course	Individual Teacher / Course	Individual Teacher / Course
1 Is this the first time you have taught this course?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
2 Is this the first time the course has been offered in the programme?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
3 Has the course been modified significantly since it was last offered?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
4 How long before the course began did you know you would be teaching?					
5 Is the course compulsory for the enrolled students?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
6 How would you rate the difficulty of the course for students? Enter: 1 if the majority of students find the course difficult; 2 if about half of the students find it difficult; 3 if very few students find it difficult.					
7 Were you responsible for the design of the course including the assessment tasks?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
8 Were you responsible for the development of the course materials?	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA	Yes / No / NA
9 Do you have any comments on any of these papers that could provide a better understanding of your teaching and/or evaluation situation?					

Context for the student questionnaires – This is included in a Context Form for Evaluations of Teaching and of Courses

The purpose of this form is to describe the context in which you teach, and your contribution to the papers which have been evaluated. This allows the reader to understand and interpret the student questionnaire results, and to make a judgement about what these results indicate about the quality of your teaching. For example, you can use the context form to indicate that you coordinate a paper and so the questionnaire results about this paper are relevant for understanding how well you designed the paper, but you might also indicate that other people also teach this paper, so the questionnaire results about teaching effectiveness reflect their input. Alternatively you might use the context form to explain that this is the first time that you have taught the paper, or that it is the most disliked topic in your discipline. A template of this form can be downloaded from the HR website:

<http://www.otago.ac.nz/humanresources/training/academic-staff/academic-promotion/index.html>

NAME:	Dept/School:
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Peer Review of Teaching
The purpose of this form is for you to identify 1) the parts of your teaching addressed through peer review, 2) the key points you have learned from the review, and 3) any changes you have made (or will make) to your teaching practice as a result of the review. Please use a new form for each peer review.

Paper for which you have used peer review	
Date of peer review	

What aspects of your teaching were reviewed in the paper?	
Teaching (by observation)	
Course materials	
Examination papers	
Student evaluations	
Other (specify):	
Other (specify):	

Names of colleagues who assisted you with peer review:

Name:	Dept/School:

What I have learned from this review (which can include quotes from reviewer):	The changes (if any) I have made as a result (and any evidence of the impact of the changes):
What I am doing well	
What can be improved	

Tick this box if a report from the review is available in your on-call documents.

Peer Review of Teaching (optional)

The Peer Review of Teaching form provides information about any reviews of your teaching conducted by a colleague. It is submitted only if a peer review is undertaken. The purpose of this form is to identify how your teaching was reviewed, which aspects of your teaching were reviewed, what you learned from the review, and any changes to your teaching practice that resulted from the review (or which you will make in the future). Please use a new form for each peer review.

Additional information and a template of this form is available from:
<http://www.otago.ac.nz/hedc/evaluate/peer-review/index.html>

NAME:	Dept/School:				
<p>Peer Review of Supervision</p> <p>The purpose of this form is for you to identify 1) how your supervision was reviewed, what aspects were reviewed, and the process you used, 2) the key points you have learned from the review, and 3) any changes you have made (or will make) to your supervision as a result. Please use a new form for each peer review.</p>					
Kind of supervision e.g., PhD research					
Date of peer review					
How was your supervision reviewed?					
Direct observation of supervision					
Discussion with research students					
On-line or email survey administered and collated by a peer					
Other (specify):					
Names of colleagues who assisted you with peer review:					
Name:	Dept/School:				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <th style="width: 50%; padding: 5px;">What I have learned from this review (Which can include quotes from reviewer):</th> <th style="width: 50%; padding: 5px;">The changes (if any) I have made as a result (and any evidence of the impact of the changes):</th> </tr> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>What I am doing well</p> <p>What can be improved</p> </td> <td style="width: 50%;"></td> </tr> </table>		What I have learned from this review (Which can include quotes from reviewer):	The changes (if any) I have made as a result (and any evidence of the impact of the changes):	<p>What I am doing well</p> <p>What can be improved</p>	
What I have learned from this review (Which can include quotes from reviewer):	The changes (if any) I have made as a result (and any evidence of the impact of the changes):				
<p>What I am doing well</p> <p>What can be improved</p>					
<input type="checkbox"/> Tick this box if a report from the review is available in your on-call documents.					

Peer Review of Supervision (optional)

The Peer Review of Supervision form provides information about any reviews of your supervision conducted by a colleague. It is submitted only if a peer review is undertaken. The purpose of this form is to identify how your supervision was reviewed, what aspects were reviewed, the process you used, what you learned from the review, and any changes to your supervision practice that resulted from the review (or which you will make in the future). Additional information and a template of this form is available from:
<http://www.otago.ac.nz/hedc/evaluate/peer-review/index.html>

Writing a Self-Evaluation of Teaching Statement

The central feature of the Otago Teaching Profile is a Self-Evaluation of Teaching Statement. It is an evidence-based reflection on, and evaluation of, your teaching.

In your Self-Evaluation of Teaching Statement you make a case for the quality of your teaching, and for how your teaching has improved. It is not enough to merely describe or list what you have done. You have to use your evidence to support your claims that you have sustained high quality teaching, and that you have improved your teaching.

This statement should not exceed two sides of A4 paper (1.5 spacing, size 12 font). The content should complement rather than duplicate other material that is submitted, such as the three-page statement submitted when applying for promotion.

Remember that the reader may not be familiar with your discipline, your paper, your students or your style of teaching (lab, tutorial, clinical...). Make sure you explain the context in which you teach so the reader can understand your Self-Evaluation of Teaching.

The Self-Evaluation of Teaching Statement will vary greatly between individuals and at various stages of an individual's career. However, any Self-Evaluation Statement should include:

- i. An explanation of the context in which you teach.

For example you may explain that you mainly teach students intending to go on to a professional career, and you mainly give lectures.

- ii. A summary and justification of what you aim for students to learn in that context (your learning objectives).

For example, you may explain that you strive to encourage independent learners, or learning by doing;

- iii. A description, with evidence and examples, of how you enable students to meet the learning objectives.

You may, for example, describe how you get students to ask questions in your lectures, and how this encourages independent thinking;

- iv. A summary, with evidence and examples, of how well you succeeded in achieving your aims, with particular reference to evidence of student learning.

You may, for example, explain how well your students demonstrate independent thinking, and illustrate this with excerpts from student assignments, rating data from student feedback questionnaires, or student comments that show that they agree that your teaching methods encourage them to think for themselves;

- v. A description, with evidence and examples, of how you have improved your teaching and student learning. This provides important evidence of quality teaching.

You might describe how your students had difficulty completing an assignment one year, and show that this was a problem by including evidence from grade comparisons between cohorts of students, or from student comments. Then you might explain how you rewrote the assignment to deal with this difficulty, and why you thought this rewrite would help. Finally you would explain how students now think the assignment is an excellent learning experience, and how the quality of their work has improved.

- vi. A description and explanation, with evidence and examples, of goals for the further development and improvement of your teaching. Here you need to identify areas of your teaching that can be enhanced, and how and why you will enhance these.

For example, you might describe how some of your students are not clear about the objectives of your paper (as indicated by student questionnaires). Then you could explain how you will have a group interview with students to clarify what is unclear for them, and how you will use this evidence to more clearly explain what you want students to achieve;

- vii. An explanation of any evidence or data that seems contrary to the case you are making for the quality of your teaching.

For example, if you had particularly low ratings from your student questionnaires in one year, you should comment on this here, and explain the anomaly;

Throughout your Self-Evaluation of Teaching Statement it is useful if you present evidence about each of the following four areas of teaching:

- **Planning for Teaching** including course design, obtaining and developing resources, administration, and briefings with your teaching team, etc.
- **Your Teaching Practice** including everything you do to facilitate student learning, such as how you interact with students, what assessment tasks you set, and how you provide feedback, etc.
- **Developing, evaluating and improving your teaching** including how you have developed your teaching after reading the literature, attending seminars or conferences, or conducting your own educational research; how you have evaluated your teaching, such as through peer review or informal discussion with students; and how you have improved your teaching as a result, etc.
- **Leadership in Teaching** including coordinating courses and programmes, and ways in which you have supported teaching in your Division or Department (or even nationally and internationally), such as mentoring colleagues, acting as a peer reviewer for other teachers, contributing to a departmental learning and teaching committee, publishing or delivering a conference paper about teaching and learning, etc.

It is also useful if you demonstrate that your teaching adheres to the Principles of Quality Teaching from: the Guidelines for Teaching at Otago <http://www.otago.ac.nz/staff/otago027122.pdf>

- Encouraging students to take a deep approach to learning,
- Encouraging a focus on learning,
- Ensuring an equitable learning environment,
- Using 'alignment' as a key principle when designing programmes and curricula,
- Assessing appropriately,
- Evaluating practice to improve the student learning experience.

Otago Teaching Profile Self-Evaluation Statement

My own personal view on teaching is that it is a two-way process: my students learn from me and I learn from my students. I believe that learning should be engaging, challenging and student centred. My own teaching revolves around this philosophy. In teaching I aim to achieve the following:

1. To undertake all teaching and assessment duties in a competent, effective, and professional manner.
2. To achieve and maintain a good standard of teaching across all my papers.
3. To assess student's work fairly and appropriately.
4. To provide a non-threatening environment where students can feel free to participate without fear of embarrassment or reprisal.
5. To provide an opportunity for students to actively engage in their learning.

I teach mainly in the areas of Māori language acquisition and Māori performing arts. The teaching delivery style and assessment of each of these disciplines are quite different, therefore, I will explain and analyse the teaching practices that I employ for each subject separately.

Māori language acquisition papers (100-level to 300-level)

There are two two-hour lectures a week for these papers, the classes are of a small size and Māori is the only language spoken. I have been trained in teaching English as a second language to adults (CELTA) and I use the conventional methodologies learnt during this training to teach my students. I have taught these papers for 12 years and have developed other strategies that I have learnt by engaging in discussion with other language teachers, research and evaluation. I have also developed a keen understanding of the types of students we typically get at Otago, which is quite different from other parts of the country.

Students in my classes have varying degrees of Māori language capabilities (from absolute beginners to fluent speakers). I believe in utilising the strengths of each student to work alongside those not so able in a particular area, fostering a *tuakana-teina* environment. I encourage group work as I have discovered that, at least in the beginning, students are more inclined to ask each other for help before asking me. Some assessments are designed with this in mind and I actively encourage them to work together to complete their assignments. My aim in these language papers is to produce competent speakers of the Māori language, and this cannot be done by the students working in isolation. They must engage and interact with each other, students in other Māori language papers, and the community in both a formal and informal context.

Constant repetition and use of vocabulary and grammatical structures learnt from the beginning of the year ensures that students are always consolidating their Māori language base. I have found that group work and games fosters a collegial approach to learning.

XXXXX is an excellent teacher I found all the games extremely enjoyable and the constant revision of kupu hou was very helpful. Thanks so much. (MAOR 211 student feedback, 2011)

I found the use of games in class really created a fun and competitive environment in the class. It also made it quite stress free. I felt like I could ask any questions about the subject and then I would get an answer that would immediately clear up any problems. Really enjoyed this semester. (MAOR 211 student feedback, 2011)

Found XXXXX extremely easy to approach and felt welcome to seek advice/help/clarification at any time. Found lectures had an excellent mix of listening, practice, games and kōrero with one another. (MAOR 211 student feedback, 2011)

I also employ the use of *wānanga* (residential style of learning) as a kaupapa Māori approach to learning and teaching of the Māori language. By using the language in everyday situations (over meals, doing dishes etc) the language becomes normalised as an ordinary language of communication. I have been told by students that when they leave *wānanga* it is hard for them to “switch off” to begin speaking English again, showing that this teaching practice works.

Māori performing arts papers (100 and 200-level)

There is one 50 minute lecture for these papers that is delivered in a typical lecture fashion with me standing in front of the class providing the content. The 200-level paper is more informal, with smaller numbers allowing for a more interactive lecture where students are encouraged to share their experiences with the class.

For each of the papers there is also a two-hour practicum class where students learn various items of Māori performing arts (*haka*, *poi*, and *waiata*). I believe in putting theory into practice and the practicum is a chance for the students to take what they learn in the lecture and practically apply it to the items they are learning. I use a lot of audio visual material as this helps students learn the expressive side of performance from a variety of performers.

This paper also utilises *wānanga* in order to learn new items and to perfect items recently learnt. These *wānanga* are taught in English but the philosophies and cultural processes followed in language *wānanga* are also adhered to. For the 100-level paper I also use a teaching technique based on pre-European Māori teaching practices found in *whare wānanga*. This technique involves students being immersed in total darkness where they learn the lyrics and tune/beat of the *haka* and *waiata* before learning the actions and choreography. This requires students to develop their aural skills without relying on visual aids, a technique they find difficult in the beginning but quickly get accustomed to. I also use this teaching methodology with some items taught in the 200-level paper (see statement for more detail on this methodology).

Like the language papers, students in these papers also have varying degrees of experience in Māori performing arts. The *tuakana/teina* philosophy is also employed. Because there is a concert at the end of the semester that relies on all members of the class knowing the words and actions a sense of collective responsibility and accountability towards their performance is also developed.

It was a fabulous class, would always recommend it especially if XXXXX will teach it. Her attitude towards students and her profession is outstanding. (MAOR 108 student feedback, 2012)

Awesome kaiako! Ka wani kē!! Thank you for making this paper more than just a uni paper! (MAOR 108 student feedback, 2011)

I really, really enjoyed this class. It was definitely my favourite and the most fun one of this semester. And being an exchange student I will never get the chance to take a course like this again. Thank you so much! (MAOR 108 student feedback, 2011)

Summary

Student feedback is essential in ensuring that the curriculum, the content, the activities and my teaching remains relevant for the students. Class representatives also ensure a flow of feedback throughout the semester. Any concerns are always addressed immediately (document available if necessary). My evaluations of teaching show favourable results for all the papers I have taught in the past three years that have enabled me to achieve my aims. 99% students agree or strongly agree that I am effective teacher for the language papers, and 96% of students for the performing arts.

Otago Teaching Profile Self-Evaluation Statement: Associate Professor [Redacted Name]

I guide my students to ah-ha moments, so suddenly things makes sense, opening up whole new worlds for them. Students frequently describe my approach as: “inspiring”, “enriching”, “enlightening”, “insightful”, “engaging”, “exceptionally helpful”, and “extremely motivating.”

I teach in three main contexts: providing general learning advice for thesis students, academic staff development, and lecturing in the Postgraduate Certificate in Higher Education. My aim is that participants are able to see and do new things, for example, thesis students need to be able to see the difference between clear and unclear writing, and staff need to be able to design their teaching. To reach my teaching aim I guide participants to do new things during their sessions with me. For example I ask postgraduates to write for six minutes or I ask staff to give feedback on a piece of student writing, because this is the best ways to learn to write and to learn to give useful feedback.

I teach general skills and understandings for postgraduates focusing on topics such as engaging with the literature, being a productive writer, structuring your thesis, becoming an academic, and building a productive relationship with your supervisor. This teaching involves designing and delivering workshops, offering one-to-one consultations, and providing print and video resources. Students say I provide “practical,” “useful” and “comprehensive” advice; I am “approachable,” “great at explaining”, “clear” and “enthusiastic”; and they leave “more confident” and “focused.”

Similarly, I offer professional development for staff such as planning and improving teaching, assessing, being an effective supervisor and assisting your postgraduates to write. This teaching includes designing and delivering workshops, offering one-to-one consultations and longer collaborations. Staff say “The advice that [Redacted Name] gave me was great!”, “[Redacted Name] is an excellent facilitator”, “really responsive to the needs of the participants’, and “it was an ah-ha! moment.”

I also teach Critical Reflection on Higher Education (HEDU 501) in the Postgraduate Certificate and the Masters in Higher Education. This subject involves reflection on all aspects of teaching in higher education, and students are experienced teachers from Otago University, and other tertiary institutions in NZ and abroad. I designed an innovative assessment method for this subject where teachers write about their own teaching, then get peer feedback that helps them to go deeper, then more formative feedback from myself which pushes them even further. Students say: “[Redacted Name] has been an inspirational lecturer”, “[Redacted Name] is a great role model on how to teach well”, “I’ve learned a lot from watching how and when he contributes to the discussion and by noting the kinds of questions and comments he uses”, and, “My teaching has significantly improved.”

The teaching process I follow in all three contexts is to listen carefully to student and staff issues and what they want to achieve, and then I ask myself what questions I would ask to address that issue or goal. My

aim is to enable the students and staff I teach to ask these same questions, so they can think through the problems and issues for themselves. For example, when thesis students are struggling with writing a literature review, I guide them to ask the same questions I ask when I am writing a literature review: What are the main conclusions from the literature? What are the controversies and disagreements? What is my contribution to this literature? When students address these questions they learn to go on alone without my guidance. Similarly, I guide academic staff to think like a teacher. I do this by modelling the sorts of questions a teacher asks him or herself, and have the academics emulate this: For example, I guide teachers to ask the following questions when designing a course or a teaching session: What do I want my students to learn? How will I know if they have learned this? And, what will I ask students to do so they learn this?

My teaching is effective: 92% of students I have taught from 62 workshops agree that my teaching is very effective or effective, as do 98% of staff from 16 workshops. This is a significant achievement given every workshop has students or staff from every division, and I only see them for one session. Staff and students often say that my workshops should be compulsory.

My teaching is improving: The student workshops I developed and taught for the first time in 2011 were effective: 85% of students agreed or strongly agreed that my teaching is effective. Yet I have also improved my teaching by reflecting on student needs, student feedback and peer reviews (see below). After improvement, in 2015 97.8% of students agreed that my teaching was effective or very effective. Likewise when I first coordinated and taught Critical Reflection on Higher Education it was the toughest teaching I had ever done: I had never taught a certificate course for tertiary teachers (which included my own colleagues), never taught the content, and never taught a course with both local and distance students. In 2013 only 67% agreed they had a valuable learning experience, but after improvement, in 2015 100% agreed they had valuable learning.

Here is one example of how I improved my teaching in Critical Reflection on Higher Education. For the most valuable learning, the course required frequent student interactions, so in 2013 I asked students to write a reflection each week in their own time and to get feedback from a partner. However, the course evaluations showed that not everyone gave sufficient feedback. So in 2015 I required students to give feedback to 2 others for every reflection, and I gave clear guidance about how to give feedback—they should ask questions such as “What do you mean by...?” or “why do you think...?” I now have 100% participation in giving feedback and students say: “I’m now much better at giving feedback”, and “quicker at noticing where feedback is needed”; “[It] helped me to write better”, and “I will be able to move my work to another level as a result.” Because students are regularly giving and receiving feedback, they are better able to distinguish high vs. low quality work, and they produce better assignments with higher grades. My plan for further improvement is to guide students to be even more rigorous in giving feedback. I will model how to give rigorous (but constructive) feedback by giving detailed feedback to a student for every reflection task, which will be shared with all students so they can understand and emulate this quality of feedback.

6

Using evidence in your Self-Evaluation of Teaching Statement

You should refer to a range of evidence in your Self-Evaluation of Teaching Statement. Because teaching is a very complex practice with different facets, you need to refer to different kinds of evidence. You should pick out the evidence that you will include and then weave it together to make a case for the quality of your teaching.

You can include any evidence that can explain, justify and illustrate your claims about your teaching. Some of your evidence would include quantifiable, documented evidence such as student questionnaire results, the number of students you teach, or the number of papers you have coordinated. But equally important are: 1) examples to illustrate your claims; 2) student comments; 3) your analysis of your teaching such as how your teaching links to best practice or research or how your practice is innovative; and finally 4) your explanation of what you do and why you do it, such as how you provide leadership in teaching and learning, or how you contribute to the teaching and learning environment.

It is essential that you include some evidence of *Student experience of your teaching*. You are required to include the results of student questionnaires such as student ratings of teacher effectiveness, or the extent to which they learned from your teaching. You might also include the results of group interviews with students, informal class feedback, or unsolicited student comments from emails.

It is also useful to include evidence about *student outcomes* including what knowledge or skills students report they have learned, how many students have progressed to postgraduate study or have obtained employment, or student assessment results.

And, it is useful to include feedback about your teaching from colleagues – often called *peer review*. You can report what you learned when a colleague reviewed your teaching performance, your course materials or resources, or your assessment practices. You can include peer review as indicated by teaching awards judged by your peers, or by invitations based on your teaching expertise (peer esteem).

Lastly you can also include evidence in the form of your *reflection and analysis of your teaching*. This includes your explanation of what you do and why you do it, and most importantly, how you have evaluated your teaching and how you have enhanced and improved your teaching.

It is your responsibility to summarise the evidence you have, and to use it to explain and justify your claims about your teaching quality. In your Self-Evaluation of Teaching Statement you should summarise the evidence you have about your teaching, and interpret it for the reader, then weave it all together to demonstrate the quality of your teaching. Do not expect the reader to understand the significance of your evidence. It is your job to explain this and to make the case for the quality of your teaching.

Triangulate

You should use evidence to support, back-up and illustrate your claims about your teaching, and this is different from proving you are a good teacher. One source of evidence is not enough to support a conclusion about the quality of your teaching. Instead you need to triangulate evidence from multiple sources to support a conclusion about your teaching. Together, the different evidence from multiple sources lends weight to the conclusion, when each piece of evidence would be too weak on its own. In other words, find three or more sources of evidence that each supports the same conclusion about the quality of your teaching. For example, results from a student questionnaire is not enough to show that you have taught well, but if a peer who observes you teach also says you clearly explain complex material, and the results of student assessments also shows that your students have mastered the material, and if you can also explain how your teaching methods foster student learning, and how you have improved your teaching so it is now effective, then we can conclude that you have done a good job at teaching.



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