

Application for the 2025 Teaching Excellence Awards:

University of Otago Awards for Excellence in Teaching
and the National Te Whatu Kairangi Aotearoa Tertiary Educator Awards

Applications due by 5pm Wednesday 5 February 2025

Otago Awards

The University of Otago normally offers up to six Teaching Excellence Awards. There will normally be three in the General Award category, one in the Kaupapa Māori Award category, one in the Pacific Award category, and one Group Award which can be in any of the categories. Individuals or groups can apply for any of the categories. Successful applicants will receive a certificate and \$5,000 to support their learning and teaching, to be spent within 12 months of receipt.

National Awards

All tertiary education organisations can submit up to four nominations, no more than three of which may be in the General category. The national body awards around 10 Te Whatu Kairangi Aotearoa Tertiary Educator Awards of \$10,000 for individuals and \$20,000 for groups. One of the awardees will receive the Prime Minister's Award with an additional \$10,000. Winning a University of Otago award is a prerequisite for being a nominee for the Te Whatu Kairangi National awards. The Te Whatu Kairangi criteria are different from the criteria for the Otago awards, and only four can apply from Otago in any year. The University will invite the Otago winners who best meet the Te Whatu Kairangi criteria to apply for a National award, probably for 2025 or 2026.

Further Information

Contact the Deputy Convenor of the Awards Panel, Rebecca Bird:

rebecca.bird@otago.ac.nz.

Application Process

Applicants for the above awards should provide the information detailed below. Please note that applications which depart from this format will not be considered. Applications should be submitted electronically to dvc.academic@otago.ac.nz to arrive no later than **5.00 pm on Wednesday 5 February 2025**. The application must be scanned into one pdf, including all documents and letters of support.

Applications will be accepted from individuals or teaching groups/teams engaged in any tertiary teaching (distance, clinical, lecturing, tutoring, etc.). Please note that 'teachers' includes educators broadly. 'Teachers' includes any academic or professional staff who regularly support students with their learning and who may have other titles such as Teaching Fellow, Professional Practice Fellow, trainers, learning support staff, or mentors.

Please provide the following information (using Times, 12-point font)

1. **Full name of the applicant**
2. **Preferred Title** (if any) (e.g., Professor, Associate Professor, Dr, Mrs, Ms, Miss, Mr, Mx)
3. **Position** (Lecturer, Senior Lecturer, Professional Practice Fellow, Teaching Fellow etc.)
4. **Department/Division**
5. **Contact phone number and email address**
6. **Number of years of teaching experience** (Note: a minimum of four years equivalent full-time of Tertiary teaching in NZ is required. For group applications, the group leader and at least one other member of the group must meet the 4 year minimum requirement)
 - a. Total years of teaching experience at any university
 - b. Total years of teaching experience at Otago
 - c. State if any experience has been part-time
7. Is the application for the **General Award** category, the **Pacific Award** category, or the **Kaupapa Māori Award** category?
8. Is it a **Group Teaching** or **individual application**? (see note 14 below)
9. Is the application for an **endorsement** in any of the following?
 - a. Distance Teaching
 - b. Teaching with Technology Applications must include **in this order**:
10. A citation that summarises your approach to learning and teaching. This should be no more than 25 words and written in the third person. If an application is successful, this citation will be read out at the award ceremony starting with the phrase “[your name] has been awarded an Otago Teaching Excellence Award for...”. Here are two examples of citations: 1) “...for ‘cultivating thinking’ by developing and implementing thought-provoking curricula and resources, which results in critical, creative and insightful students.” 2) “...for a student- centred, research-informed approach to professional education in the health sciences. Dr X enables students to be doctors.”
11. A statement of no more than 2,000 words addressing the relevant criteria, as outlined below. For non-academic individual applicant, or a group applications, the word limit is 3,000 words (see #13 and #14 below).

See below for criteria details on:

[General and Pacific Award Category Criteria](#)

[Kaupapa Māori Award Category Criteria](#)

[Group Award Category Criteria](#)

12. An up-to-date Otago Teaching Profile (only for academic staff applying for an individual award). Evidence of student feedback about teaching must be provided with the Teaching Profile. This should typically include 3 years of summaries of evaluation questionnaires about teachers or courses in the standard format. Do NOT include any supporting documents, appendices, emails or the original questionnaire forms filled in by students. If this additional material would support your case for sustained excellence in teaching, then summarise it or refer to it in your 2,000-word statement or your Self-Evaluation statement in your Teaching Profile. See the following link for more information about writing an Otago Teaching Profile: <https://www.otago.ac.nz/hedc/evaluate/profile/index.html>
13. **For non-academic staff:** Instead of an Otago teaching profile, non-academic staff applicants should, if available, provide course evaluation questionnaires for the last 3 years, or some other formal student feedback, like a questionnaire; and their award statement (item 11) can be 3,000 words. Do NOT include any supporting documents, appendices, emails or the original questionnaire forms filled in by students. If this additional material would support your case for sustained excellence in teaching, then summarise it or refer to it in your 3,000-word statement.
14. **Group applications:** Include in the application only those who have made a substantial impact on the group. A maximum of 8 people to be included in the application, though the group might also include others who helped deliver the outcomes such as sessional teachers. Group applications should generally follow the above format in the same order, but with the following differences. Items 1-6 should be provided for each group member. Items 7-11, 15 and 18 should be for the group as a whole. Item 12, the Otago Teaching Profile, need not be provided for a group application. Instead, a group application should provide course evaluation questionnaires (or, if the group consists of non-academic staff, some other formal student feedback, like a questionnaire), for the last 3 years, and their award statement (item 11) can be 3,000 words. For item 16, each group member should include a short version of their own CV that focuses on their teaching, and no more than 3 pages each. In the 3,000-word statement for a group application (item 11), make sure you include illustrative details about both what the teachers do, and how students learn.
15. Three letters of support (and no more) from colleagues, students, or others. These letters should support your case for sustained excellence in teaching, and might explicitly address some or all of the criteria. **Letters should generally be no longer than a single page** and should be presented as a letter or statement, not necessarily formal, rather than as an email. Although you can only include three letters, it is useful to ask for six or more, then include the three strongest, and use selected quotes from the other letters to back up your claims in your 2,000 or 3000-word statement or Otago Teaching Profile.
16. An up-to-date curriculum vitae in the University of Otago format.
17. Names, email addresses and contact phone numbers of up to three current members of staff of the University of Otago, usually including the applicant's HoD, whom the selection panel could consult about teaching excellence. Those who are named must be contactable by email or phone for 3 weeks from 7 February. These can be the same people who write letters of support.
18. Successful applicants for an Otago Award will normally be notified by the end of March. If they are also selected to submit for the National awards in the same year, they will need

to prepare the equivalent of a 4,500-word portfolio (which might include audio/visual material), to be submitted by June to Ako Aotearoa. The University provides peer-support for nominees preparing a portfolio for the National Awards.

19. Applicants, who have submitted unsuccessfully for a National Award and who wish to be nominated again for a National Award, should submit their previous National Award portfolio plus a one-page statement that justifies their re-application for a National Award. They should also supply whatever feedback they received from Ako Aotearoa (if any). In the one-page statement they should write about how they will improve their portfolio, including how they will write it in a more convincing manner and/or what is new or further developed in their teaching since their last application for a National Award. Please also NOTE that you can only submit a National Award twice (unless there are exceptional circumstances).

If you have questions about the application process or want guidance for writing an application, please contact: Deputy Convenor of the Awards Panel, Rebecca Bird: rebecca.bird@otago.ac.nz.

Send electronically to dvc.academic@otago.ac.nz by **5pm Wednesday 5 February 2025**

All applications **MUST** be in **one single pdf file**, or we will return your application

General and Pacific Award Category Criteria

The following criteria should be addressed in the 2000-word statement (see #11)

a. Context

Describe the context in which you teach or provide learning support. What do you teach, who are your students and what do they learn from you? What are the challenges to teaching and learning in this context?

b. Approach

Explain what you have been doing and how it is responsive to your learners' needs and to the challenges of your context. How do you enable learning – what methods, approaches, practices, solutions and/or interventions do you employ? Why are you using these approaches and how do they demonstrate identified good practice? What barriers or obstacles have you had to overcome and how? In what ways have you included success factors for Māori and Pacific learners? How long have you been using these approaches and how have they adapted over time? How do your teaching strategies, goals, teaching methods and materials, assessments, student interactions, and curriculum or course/programme design exemplify 'sustained excellence' within the context described in Question a?

c. Impact

Detail the impact your practice is having and how you know this. Who is impacted (students, whānau, communities, employers etc)? How do you know your practice has made an impact? What have your students learned from you and what have they done with this learning? How do you know that the learning outcomes meet the students' needs, and those of other stakeholders' (e.g., whānau, employers, professional bodies, the wider community)? How are you addressing issues of equity and diversity? What measures or indicators do you have that provide evidence of impact? What was the impact beyond the learning environment?

d. Leadership, partnership and collaboration.

Describe the key aspects of your leadership and collaboration in this mahi. Who are you working with in this mahi. How has your own reflection and development helped progress the mahi you are working on? What leadership actions have you undertaken and how are they impacting the context and outcomes for learners? How is your leadership impacting the capability of others? To what extent has your leadership been recognized by others?

e. Sustainability

Outline the ways in which your initiatives are sustainable in the short and long term. How sustainable is the work you are doing? How has or can the mahi be replicated in other contexts? How might any initiatives and impact continue?

When addressing the five criteria above, it is also useful if you could show how you are strong in one of these following focus areas:

- In what ways do you support diversity, inclusion and learning success for Māori learners; Pacific learners; neurodiverse learners; and/or learners with disabilities, or other priority learners?
- In what ways have you enhanced learning success in work-based learning?
- What significant innovations have you developed in learning, teaching, and curriculum that lead to improved learning and learning outcomes?

- What successful educational partnerships, connectedness and collaboration have you created or supported (for example, with external agencies, or with colleagues in other parts of the University)?
- In what ways have you provided for enhanced hauora and wellbeing in education?
- In what ways have you enabled successful transitions for learners between learning contexts (for example, from high school to university or from undergraduate to graduate)?

Kaupapa Māori Award Category Criteria

The following criteria should be addressed in the 2000-word statement (see #11)

a. Ko te Whakamārama - Context

Describe the context in which you teach or provide learning support. What do you teach, who are your students and what do they learn from you? What are the challenges to teaching and learning in this context? How does your approach to teaching and learning align with a Kaupapa Māori approach to teaching and learning?

b. Ko te Whakaakoako – Educational practice

Describe your teaching practice and explain the ways in which this practice is influenced by Kaupapa Māori principles. Highlight your Kaupapa Māori pedagogical approach(es) that have had a demonstrable success. Describe any innovative change(s) that you have made, the reason for the change(s) and provide evidence of the effect(s) they have had on your learners. Describe how your Kaupapa Māori pedagogical approaches are learner-centred. Explain how through using Kaupapa Māori principles you have empowered learners to take leadership in their learning. Describe your approach(es) to assessment and feedback and how they have taken into consideration Kaupapa Māori principles that have contributed to learner success. Describe the ways in which your Kaupapa Māori-led practice has contributed to and influenced the field of teaching. Provide evidence of the impact of your Kaupapa Māori-led practice and initiatives has had on your learners and in the wider field of teaching.

c. Ko te Mātauranga – Knowledge

Describe the ways in which you incorporate te reo Māori, tikanga Māori, and mātauranga Māori into your practice, and any innovation in the development of curriculum that you have initiated as a result. Highlight the ways in which you use te reo Māori, tikanga Māori, and mātauranga Māori to enhance learning and develop learner capabilities in your subject area and wider (if applicable). Describe the impact it has had on your learners and others. Identify the ways in which your practice actively promotes te reo Māori, tikanga Māori, and mātauranga Māori, and the impact your teaching has on the advancement of each of these. Provide evidence of the impact the incorporation of te reo Māori, tikanga Māori, and mātauranga Māori has had on your learners, others (where applicable), and in your subject area. Provide evidence of the impact the incorporation of te reo Māori, tikanga Māori, and mātauranga Māori has had on your students, others (where applicable), and in your subject area. What is the impact of your Kaupapa Māori teaching on your students, their families, communities and employers? How does this lead to student success? How do you know or assess that your students have learned and can apply that learning effectively? How do you know that the learning outcomes meet the students' needs, and those of other stakeholders' (e.g., whanau, employers, professional bodies, the wider community)?

d. Ko te Rangatiratanga – Leadership

Describe how your Kaupapa Māori-led practice has demonstrated rangatiratanga/leadership in improving outcomes for learners, how it has impacted on your discipline, and how it has advanced te reo Māori, tikanga Māori, and mātauranga Māori. Highlight the ways in which your Kaupapa Māori-led practice has influenced and developed the capabilities of others, including colleagues, your wider institution, and others. Provide evidence of the impact your leadership in Kaupapa Māori-led teaching has had.

e. Ko te Awenga – Influence

Describe the ways in which your practice develops connections with communities outside of your classroom and the significance of these connections. This may include other areas of your institution, local, national or international indigenous communities, employers, industry, public service groups, and/or professional groups. Highlight the ways in which your practice has enhanced whānau, hapū, iwi, and/or hapori Māori education aspirations, and the impact it has had for these groups. Provide evidence of the impact your Kaupapa Māori-led practice has had on others outside of your classroom.

Group Award Category Criteria

Group Award applications should address the criteria for the relevant award ([General and Pacific](#), or [Kaupapa Māori](#)), plus the criteria below in the 3000-word statement (see #11). See also #14 for further information of what should be included in a Group Award application

- a. Evidence of the group's collaborative approach: Areas to focus on may include: The group's purpose and values; how reflective practice informs the collaborative approach and outcomes; ways in which a learning culture is established and maintained; how relationships inform and progress the group's mahi; what leadership actions are undertaken.
- b. Evidence of the group's practice, impact, and outcomes of the collaborative approach: Areas to focus on may include: ways in which learner-centredness is at the heart of the mahi; how context-specific learning and teaching practices, including Māori and Pacific people's pedagogies, are embedded; how learning environments are enhanced; what impactful outcomes have been achieved; what potential there is for progression of the mahi.