Key Elements of a Successful Teaching Award Application

Drawn from: Universities Australia Australian Awards for University Teaching *Key Elements of a Successful Teaching Award application.*

When assessing your expression of interest or full application for award, the shortlisting and selection committees are looking for the following:

Element	Description
Period of Contribution	
Duration	Contribution is evidenced for at least three years (two years for Early Career, Indigenous Education; three semesters for Tutor and Learning Design and Advisory Citations)
Sustained	Demonstrates critical reflection and ethos of continuous improvement and development throughout the duration of the contribution.
Contribution influence on student learning, student engagement or the overall student experience	
Impact	Convincingly demonstrates authentic and consequential relationships between activities described and improvement of outcomes for students. Impact extends to peers, within your discipline, School, Faculty or across the institution.
Award Type	The nature of the activity and the outcomes for students align with the relevant category of the award type. For Teaching Awards, activities must include excellent leadership.
Context/significance	Context is clearly defined to identify the factors relevant to the development of the contribution, and to demonstrate its outstanding merit, quality and impact.
Innovation	Contribution is a creative, imaginative, or innovative approach that uniquely suits the context.
Philosophy of teaching or practice	Philosophy an articulate statement of theoretical and pedagogical reflection that indicates a critically reflective approach to practice.
Scholarship	Literature referenced clearly demonstrates the significant and implications of the contribution within its context, and convincingly explains and supports the underlying philosophy and activities. Applicant's own scholarship might also be included. *Indigenous Education* Literature referenced clearly demonstrates the significance and implications of the contribution within its context, including Indigenous contexts, and convincingly explains and supports the underlying philosophy and activities. Author's own scholarship likely included.
Evidence	
Relevance	Evidence comprehensively substantiates the nature and merit of the contribution. Evidence is powerfully integrated with specific claims.
Diversity of Sources	Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience and evidence of institutional, peer and stakeholder interactions. *Indigenous Education* Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience, Indigenous co-creators and Indigenous community experts and evidence of institutional, peer and stakeholder interactions, including Indigenous stakeholders.
Credibility and Recognition	Evidence consistently triangulated across several sources. Impact and innovation of contribution recognised by individuals and associations. Quotations of recognition from individuals with highly relevant experience and status from within the School, Faculty, University and/or beyond the institution.
Narrative	
Critical reflection	Narrative clearly and consistently demonstrates a critically reflective approach to practice
Cohesion	Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, focused, and coherent submission. For teams, narrative elegantly expresses individual roles and synergies of the team. *Indigenous Education* Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, coherent, and focused submission. For teams, narrative elegantly expresses individual roles and synergies of the team, including the role of Indigenous community co-creators or stakeholders.
Examples	Examples are discerningly selected to clearly illustrate the teacher and student behaviours that constitute the contribution and to compellingly support claims of substantial student outcomes.

Author's voice	Author's voice is distinctive, confident, and authentic throughout, conveying self-awareness and personal investment in the unique approach to the contribution. For teams, author's voice elegantly and coherently represents the team and/or individual members.
Student voice	Student voices, through examples and quotations, convey a cogent account of their experiences.
Structure	Division into sections is appropriate and aids the reader. This supports the production of a clear and compelling narrative. A conclusion elegantly draws elements of the narrative together to provide a cohesive and powerful ending. This conclusion might also frame what's next for the applicant.

Scholarship

Scholarship Practice	Demonstrates engagement and/or leadership in the scholarship of teaching.
	
	Various aspects of scholarship are relevant to higher education, but at its core are:
	
	• making a contribution to the advancement of knowledge or professional practice in a field
	• transmission of these advances through effective, contemporary approaches to teaching and learning, and research training if applicable.
	   – *Indigenous Education: relevant Indigenous pedagogy and theory.*
	
	In an environment of scholarly activity, evidence of a range of outputs constituting different forms of scholarship, for example:
	
	• scholarly publication/communication such as literature reviews and conference presentations.
	• scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development.
	• original research in a discipline or on teaching and learning practices.
	• leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals).
	• contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice)
	   – *Indigenous Education: contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice), teaching related Indigenous community engagement*
	• involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge).
	• undertaking higher level qualifications that lead to scholarly outputs, in particular high degrees by research.
	• individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or
	• undertaking advanced specialised practice or scholarly secondments.
	
	A successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall:
	
	• actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice.
	• informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials.
	• engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices.
	   – *Indigenous Education: engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices, including co-creation of teaching and materials with Indigenous community experts.*
	• engaged in communication, discussion, or debate with other scholars in relevant fields of study.
	• stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and
	• exploring, testing, practicing, and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).
	
	* The information in this section are taken from the TEQSA Guidance Note: Scholarship https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship