**UNIVERSITY OF PRETORIA: Teaching Excellence Laureate[[1]](#footnote-1)**

**INVITATION TO SUBMIT ONE NOMINATION FOR THE UP TEACHING EXCELLENCE LAUREATES FOR 2018/19**

The CHE/ HELTASA (2018 call for nominations) awards committee describes an excellent teacher as follows:

‘An excellent teacher is aware of her or his context and reflects on the ways in which his or her discipline, institution, own history and students’ lived experiences affect teaching and learning. An excellent teacher is a reflective practitioner who has grown more effective over a number years in relation to increasing knowledge of teaching and learning, experience in teaching and the facilitation of learning, and systematic observations of what happens in the classroom with a view to improving student engagement and learning outcomes. An excellent teacher has a clearly articulated teaching philosophy, informed by educational theory, and appropriate for a university teaching context. Teaching experience can include both undergraduate and postgraduate levels. ‘Teaching’ can be interpreted broadly to include curriculum design and delivery, the latter in class, online or through materials development.’

**PORTFOLIO STRUCTURE**

A nominee for the UP Teaching Excellence Laureate should submit a portfolio that may be compiled with the assistance of the Education Consultant in the Faculty. The portfolio comprises two parts:

**Section A: A reflective narrative**

The nominee discusses how s/he teaches (critical reflection and practice) and why (influences, theories, literature, data). The narrative should address the following four focus areas:

* Reflection on context
* Reflection on students
* Reflection on knowledge
* Reflection on growth

The content may be structured in any way the nominee prefers and may be in any format. All claims made in the narrative need to be substantiated with evidence. This can be in the form of examples described within the reflective narrative itself or by reference to appendices. The total reflective narrative part should be no longer than **10 pages**.

**Section B: Evidence**

The portfolio may include appendices of evidence to substantiate claims made in the reflective narrative. If they are included, appendices should only include excerpts pertinent to particular statements in the reflective narrative (not full study guides or full articles, for instance). In total, there should be not more than **10 pages** of appendices

A two page resumé should also be included.

Length: Maximum of 22 pages: resumé, 10 pages for reflection on teaching, 10 pages of evidence as appendices, which should preferably be referenced in the text.

**GUIDING QUESTIONS**

The following questions for each focus area may guide the nominee’s reflections but it is not necessary to answer all questions and nor do they cover the field exhaustively[[2]](#footnote-2).

*1. Reflection on Students*

Who are your students? How does your teaching ensure that all students feel included and are engaged actively in their own learning? How do you get to know what your students bring with them to your classroom? How do you teach in ways that encourage students to participate in knowledge production processes? How do you address problems of student under-preparedness in your curriculum? How does your curriculum structure provide sufficient support for students? How do you develop your students’ capacities and prepare them to be the critical citizens of the future? How do your curriculum and teaching strategies enrich students with exceptional abilities?

**EVIDENCE**

Evidence of excellent teaching could include but is not restricted to the following:

* Information about the applicant and the applicant’s teaching context (position in the institution, part/ full time, discipline taught, size of classes, teaching context e.g. main/ satellite campus, areas of key challenge) and broad social context;
* Peer feedback;
* Student feedback;
* Student retention rates;
* Student success data;
* Student involvement beyond the classroom;
* Artefacts such as brief extracts from study guides, multimedia, online materials, innovative student assessment, photographs.

The evidence should demonstrate in what ways the applicant’s teaching stands out from that of other good teachers in terms of promoting student learning and contributing to education for social justice.

Excellent teaching is weighted **90%**.

Evidence of the lecturer’s involvement with teaching and learning that has a broader impact within the university and beyond could include, but is not restricted to, the following:

* Papers presented on the subject of teaching and learning at conferences;
* Articles or other publications on teaching and learning (citations only or abstracts at the most);
* Membership of professional associations to which the applicant is a significant contributor based on evidence of conference attendance, papers presented, review activities, membership of SIGs or of the executive;
* Moderation of examinations and dissertations/theses;
* Names of University committees and national or international committees and evidence of the applicant’s contribution;
* List of formal and non-formal continuing professional development the applicant has undertaken;
* List of students or staff mentored or supervised;
* List of awards received (where relevant);
* National and international networks;
* Professional activities;
* Membership of committees of national bodies such as CHE, USAf, SAHECEF.
* Contributions to addressing social issues.

Broader participation and sharing of teaching knowledge is weighted **10%**.

**SELECTION PANEL**

The selection panel will comprise the Vice Chancellor, Vice Principal: Academic, Vice Principal: Research, previous year’s winners of Laureates, Academic Achievers, Chancellor’s Award, Young Researchers and Community Engagement. The panel convenes on 29 October.

1. These criteria are aligned annually to the CHE/ HELTASA award criteria. [↑](#footnote-ref-1)
2. Taken from CHE HELTASA Award call for nominations. [↑](#footnote-ref-2)