Suggestions for Fellowship Registrants and Mentors from the 2014 Panel of Assessors.

In 2014, the Fellowship Committee appointed a Panel of Assessors to provide support and guidance with the assessment of the Fellowship Portfolios of new registrants in the scheme. The Panel of Assessors will improve the reliability of the assessment process and produce a shared understanding of the standards expected for successful portfolios.
The Registrants Handbook and the Assessor's Handbook provide essential guidance for registrants to prepare their portfolios. In an attempt to clarify additional general principles of successful portfolio submissions for Registrants and Mentors, the Panel of Assessors has identified the following themes.

1. Clearly explained context and philosophy

- The first important task for registrants in their portfolio is to provide enough information about their teaching context. This allows readers to understand and interpret the responses to each criteria that follows. Here are some excerpts from registrant's portfolios:

Frederick Buechner (1973) defines vocation as "the place where your deep gladness meets the world's deep need" (p. 95). My deep gladness comes from teaching Christian ministry and mission. I resonate with Palmer's (2000) sense of vocation: "I had never stopped being a teacher ... I could have done no other: teaching, I was coming to understand, is my native way of being in the world. Make me a cleric or a CEO, a poet or a politico, and teaching is what I will do" (p. 21). Teaching and empowering people for mission is how I can best contribute to the church and the world. It is a vocation about which I am deeply passionate – where my deep gladness meets the world's deep need.	In this excerpt Fellow, Darren Cronshaw, provides strong links to the literature that underpin his values and beliefs about teaching.
The programs in my school all used an experiential methodology and they incorporated lectures, tutorials, and practical work in a range of outdoor environments across Australia. In 2010, there were approximately 220 students enrolled in a suite of six undergraduate programs, and I predominantly taught 2nd and 3rd year students in class groups ranging from 20-75 students.	This excerpt provides enough details for the reader to understand the some of the contextual factors that shape the Fellow's teaching and learning approaches. Specifically: UG programs, year levels, student numbers, teaching approach, and types of classes.

- The philosophy of teaching statement outlines what the registrant understands to be excellent teaching and discusses his/her view of students and their learning. There is an expectation that you will include references to the literature that support your principles and values.
- More importantly, the response to the criteria in the portfolio need to refer back to the philosophy of teaching and illustrate how it informs his/her practice.
- Some examples of these points from Fellow's portfolios are provided below:

My desire to actively engage students in their own learning is indicative of the fact that I believe in a student centered approach to teaching. Therefore, they are empowered to take responsibility for their own learning by preparing and presenting analyses of	This is a good summary of the outputs that can be realized by engaging students

specific readings to begin class discussions and working together on online projects.	
I teach best out of who I am and out of my experience. I support my teaching with innovative practice; a healthy lifestyle; a vibrant growing spirituality; and integrity and generosity with money, relationships and power. These are important elements in my code of ethics, and values I wish to impart to students. I am committed to being authentic to my vocation as a teacher, central to which is helping students flourish in their vocations.	This excerpt demonstrates a good understanding of the values that inform his/her teaching practice.
In my classes, I utilize a combination of relevant theoretical frameworks including constructing meaning through engagement so that educational practice is designed to conscientize learners to a point beyond reflection and one which persuades them to take action to enhance their conditions. As a teacher who came from an oppressive political regime, I am inspired and motivated by Freire's (1970) critical pedagogies that espouse a critical approach to everything one experiences within the socio-political context. Freire's critical pedagogy approach combines and represents a wide range of learning theories.	This excerpt explains how the Fellow's worldview was shaped by the circumstances they experienced. Relevant links to theory are provided to support the claims being made. [Thanks to Fellow, Fay Patel]
Evaluations of my teaching, indicate that I have been successful in helping students/participants to learn how to learn, engage with ideas more deeply, and solve problems by revising old 'cognitive maps' and developing new more effective ones (Pratt, 1998). I have found it helpful to use a metacognitive approach in my teaching which means my students and I take a 'bird's eye' view to examine how we are learning and thinking. This is a key element of Weimer's (2002) learner-centered approach in higher education.	This excerpt explains what the Fellow aims to do in his teaching and provides a theoretical foundation which is substantiated with references to literature.

2. The careful choice of examples to support claims:

- Each criteria provides opportunities for registrants to provide different examples that demonstrate a diverse, breadth of experience and reflective practice. Avoid repeated use of the same example.
- Registrants need to identify what makes them stand out from normal practice. What are they doing that is new, innovative and special.

I engaged with the broader community within the university through various teaching and learning project opportunities such as the Reinventing Teaching Project on investigating optimal conditions for teaching and learning at Flinders University. As a team leader I worked with the group to produce various publications such as: the paper that was accepted by HERD for publication in 2011, a web page of the Reinventing Teaching project that was uploaded on the university teaching and learning website, and an online accessible Reinventing Teaching brochure on the project findings.	This excerpt is personalized and refers to what the fellow actually did. It also highlights innovative practice nad makes reference to some tangible outputs. [Thanks to Fellow Fay Patel]
In recent decades governments in Australia and the UK have focused on quality teaching to promote teaching excellence, which is often recognised through award programs and promotion (Chalmers, 2010; Martensson, Roxa & Olsson, 2010; Vardi & Quin, 2010). Over the last four years, I have served on many teaching award selection panels. For example, through the Promoting Excellence Initiative (PEI) I mentored staff and was a member of my university's 'Excellence in Teaching' awards selection panel (see CV).	Evidence of high quality impact and esteem through invited roles.

3. Tell 'your' story.

- Registrants should use personal, positive language.
- Registrants should avoid reference to programs and groups – and rather refer to their work or contribution.
- Registrants need to take ownership of ideas
- Individual action needs to be a persistent theme.
- Registrants should use first person – the self should be front and centre.
- Registrants should focus on what they did and it's impact on student learning.
- The following 'sentence starters' are provided to get registrants on track …
    - "I also came to realise how imperative it is to …. "
    - "Based on what I have so far learnt I would like to …"

My important learning that occurred as a result of this experience was the need to "be alert but not alarmed" by student discomfort experienced throughout their learning (Appendix D). For instance, in this course, the student blogs demonstrated considerable unease at the task they had been set at the beginning of the course. Through considered scaffolding including constant feedback, the students emerged at the end of the course with a huge sense of accomplishment and high quality work. In addition students were able to recognize and articulate their learning journeys, as evidenced in their reflective essays.	Provides reference to what the Fellow actually did. Focuses on student outcomes as a consequence of teacher's action. (Thanks to Fellow Lee Partridge)
I provided academics with a scholarly service that enhanced their capacity to respond to the student voice and improve student learning experiences. From this I also strengthened my interpersonal relationships with academics. As a result of which I was able to research and co-author two papers with the School of Accounting Acting Director of Teaching and Learning; this was a win-win situation as it was this academic's first academic publication and conference presentation (Bolt & Flynne, 2009, 2010).	Provides reference to what the Fellow actually did. Outlines definite output of clear, unambiguous value [Thanks to Fellow, Sue Bolt]

4. Tell the reader what 'you' did.

- Registrants should be clear on what they actually did. What innovations were implemented?
- Give a reason why you did it.
- Provide a reference to substantiate your reason if you know one.
- Use appendices to include extensive details about programs – and then refer to them in your criterion responses
- The SAO acronym may be useful.
    - Situation (Identify the gap, problem, or significance of the context)
    - Action (What action solved the problem, or closed the gap?)
    - Outcome (What's the evidence to substantiate the claims above?)

I planned the first 4 days of the timetable, but left the final day for student presentations and special interest topics the students requested. Students expressed a desire to explore how business principles relate to churches and not-for-profits, so I facilitated a workshop on the topic and shared some resources. This was theologically engaged with the students' world.	This quote identifies the attainment of a desired outcome.
On reflection, a stronger emphasis might have been placed on ensuring that they knew that the university environment was different from the school environment with different expectations and demands and consciously working with them to "unlearn" the ways that had stood them in good stead throughout their school	Good reflection of how an increased emphasis on an action may have led to different outcomes.

years.	
Here I am using the example of an academic development program I have created for International postgraduate students who are teaching at university. I believe this is an innovative initiative unique in Australia... Most universities now provide development opportunities for their sessional teachers but the specific needs of international postgraduate students are not directly addressed.... While this program is still being developed and refined, early outcomes have been particularly pleasing with two participants in the 2012 program being nominated for faculty teaching awards. Feedback received from participants indicates that this program is long overdue and very much appreciated by those who attend (Appendix E).	This example is innovative. A strong rationale for its importance is provided. The gap that it addresses is identified. The existence of this gap is supported through links to the literature. The outcomes are identified. [Thanks to Fellow Lee Partridge]

5. References to the literature

- Should be used to enhance and explain what was done, should not be the lead-off and hub of the point being made.
- If Registrants do not have a strong preference they are encouraged to use the APA 6th styles – but the referencing style used must be used consistently.

The success of this reflective tutorial is seen in the fact that students do not only focus on observing the techniques and methods of teaching, or on the daily issues teachers face in their practice (as important as those are), but also on considering 'self as teacher'. A focus on 'self' is a main tenet of reflective teaching. Zeichner and Liston (1996) warn that if a teacher never questions or considers 'self' i.e. personal goals and the values that guide his or her work, examines his or her assumptions about teaching, then that person is not engaged in reflective teaching.	A good description of what was done, and the impact it had on student learning. The links to the literature substantiate the claims of the fellow and strengthen the argument being made. [Thanks to Fellow Mark Minott]
In selecting teaching methods, I am influenced by Vygotsky's Zone of Proximal Development (Wilhelm, Baker, & Dube, 2001). I situate learning within specified contexts and needs then scaffold the learning pathway so that learners are challenged and supported to achieve their goals. The feedback I provide in the CBS Peer Review of Teaching Program is indicative of this 'connection and challenge' facet of my teaching (see Appendix 2).	Strong reference to theoretical foundations and good use of a practical example to support the link to the theory. [Thanks to Fellow Sue Bolt]

6. What are good examples of evidence ?

- Quotes from students, staff, industry,
- A few examples
- Research outcomes –

The Undergraduate Learning and Teaching Research Internship Scheme (ULTRIS) program … has expanded into an international program involving member universities of the Matariki Network. In 2012 the program was delivered at UWA, Durham University (UK) and the University of Otago (NZ). In 2013 it is being undertaken by students at UWA, Otago and Queens University (Canada).	An excellent demonstration of impact is the adoption or rollout of a program or scheme in other places. [Thanks to fellow Lee Partridge]
I indicated in the statement of my teaching philosophy that I	Clear evidence of what the Fellow

believe in pastoral care for students. Driven by this belief, I initiated a 'personal tutor and tutee system of support for them in my department. This involved assigning students to personal tutors. I developed a policy, which outlines the nature and extent of the support to be given.	actually did. Strong link back to the philosophy of teaching statement and an example of how it is enacted.
*I have **embedded critical reflection in the XXXX peer review** of teaching program; I have **used school-based focus groups and online questionnaires as well as cross-school surveys to evaluate, reflect on, and improve the program**. I have **critically reflected on the findings of the different types of evidence** and **made my own judgements to improve the program**. For example, although participants were satisfied with the type of feedback I gave them I noticed that their engagement with follow-up was sporadic (see Appendices 4 & 12**). I changed the reporting format to include a section on follow-up** (see Appendix 2). As a result of using the revised format all participants engaged with follow-up. The program has been successful and participation has increased (see Appendix 12). As I **promote the program and invite broader participation I listen to academics and critically reflect on their ideas**.*	The bold text indicates the action that the Fellow has taken to produce the desired results. The evidence is strong, positively framed and personalized using first person.

7. Tips on demonstrating 'reflective learning.'

- One of the primary goals of the Fellowship scheme is to develop reflective practitioners.
- The reflections included within each criterion and in the final reflection section need to be focused on person learning and intended actions as a consequence.
- Explicit description of self-examination.
    - What did I want to achieve?
    - What did I actually achieve?
    - What worked, what didn't?
      What had I learnt
    - Why?
    - What would I do different next time?
- MN_ the kind of questions being answered could be put in the RH column. Other questions that could have been explored include.
- This is deep thinking … not surface level
- Must be done with a sense of commitment
- So what?
- Agentic learning – Stephen Billett (ref)

Preparing this portfolio was a helpful process for reflecting on what I really believe about the characteristics of excellent teaching. In particular, it reemphasised the importance of "vocation" for me as a teacher, and that central to that is helping my students prepare for and flourish in their vocations. The criteria were a useful evaluative grid to reflect on past and present practice, and to plan future Professional Development. Records I had of course evaluations and student and colleague comments were very helpful, and so I have made a folder to file that for future use.	Highlights some of the fruit of reflective practice and the usefulness of the portfolio criteria as an 'evaluative grid.' The note of how reflective practice has shaped future practices is also positive: "I have a folder to file that for future use." [Thanks to Fellow, Mark Minnot]
The preparation of this portfolio has been greatly enhanced by my discovery of, and engagement in, social reflective practice through the TATAL program (Kennelly,	Recognises the importance of communities of practice to her reflection and a particular program (TATAL) that

McCormack, Gilchrist, Islam & Partridge, 2012). It has re-emphasized for me both the power of communities of practice and the endless value of critical reflection to enable continued development of practice.	assisted with the reflective process. [Thanks to Fellow, Lee Partridge]