

Lincoln University Excellence in Education Awards

Guidelines and Criteria

Last updated: 12/03/24

1. BACKGROUND

Te Whare Wānaka o Aoraki | Lincoln University (hereafter: Lincoln University) has a commitment to excellence in education. The purpose of the Lincoln University Excellence in Education Awards is to recognise significant accomplishments and achievements of Lincoln University staff in pursuit of the University's strategic direction and objectives.

The Lincoln University Excellence in Education Awards Portfolio Criteria have been closely aligned to the Te Whatu Kairangi Aotearoa Tertiary Educator Awards Criteria. More information on the [Te Whatu Kairangi Aotearoa Tertiary Educator Awards](#) is available on the Ako Aotearoa website.

Refer to the Lincoln University Excellence in Education Awards Procedure for information on the awards, eligibility, the nomination process, portfolio requirements, Awards Committee, and the presentation of the awards.

2. APPLYING FOR THE AWARDS

Applying for the Lincoln University Excellence in Education Awards is a two-step process:

1. Nomination
2. Portfolio submission

2.1. NOMINATION

Nominations for the Lincoln University Excellence in Education Awards must be submitted using the nomination form available on [Te Kete Wānaka](#). Refer to the Lincoln University Excellence in Education Awards Procedure for the nomination criteria.

The nomination form needs to:

- identify the relevant category for the nomination
- identify all group members, if a group nomination
- outline the basis for the nomination (in 100 words or less), highlighting the key educational excellence of the individual or group being nominated
- include the name and signature of the nominator(s) and the nominee(s)

The completed nomination form must be sent to the Manager, Centre for Learning and Teaching by **5.00 pm on Friday 13 September 2024**. No late nominations will be accepted. Receipt of the nomination will be confirmed via email.

2.2. PORTFOLIO SUBMISSION

The portfolio should provide evidence to demonstrate how the nominee(s) has(have) met the award criteria. It is important that the portfolio conveys an interesting and compelling story through utilising an array of evidence in ensuring that the 'student voice' is clearly heard.

The portfolio:

- must include the Portfolio Coversheet available on [Te Kete Wānaka](#). This includes a maximum 25-word citation that summarises the learning and teaching approach of the nominee(s). This should be written in the third person and if the portfolio is successful, this citation will be read at the Lincoln University Annual Staff Awards, starting with the phrase “[recipient’s name(s)] has(have) been awarded a Lincoln University Education in Excellence Award for ...”. Note that the Portfolio Coversheet is not included in the word limit.
- must be prepared using the portfolio template available on [Te Kete Wānaka](#). Note this template uses Calibri 11 pt font, 1.5 line spacing, and 2.54 cm margins.
- must be submitted as a single pdf file to the Manager, Centre for Learning and Teaching by the advertised date on [Te Kete Wānaka](#).
- must not exceed 4,500 words, including the words in tables, charts, or illustrations that are predominately text, audio, and video. Note that every 30-second clip, or part thereof, equates to 100 words. The maximum length of any audio or video is 3 minutes, with a total maximum length of audio and video of 15 minutes which will leave a minimum of 1,500 words for other content. For any audio or video, include a link to the mp3 or mp4 file available on Lincoln University’s video management system (Panopto) in the portfolio. Add text in the portfolio that signposts how the video shows that the criteria are met.
- may include up to ten images. Please do not submit composite images. Captions should be included for all images and placed below the image.
- must include a maximum of three formal references or support letters (e.g. from learners, peers, employers of former learners, community members). These letters might explicitly address some or all the criteria to support your case for excellence in education. Letters should generally be no longer than a single page and should be presented as a letter or statement, not necessarily formal.
- must include a representative sample of learner/course feedback and evaluations from the time period covered by the portfolio. Citations and summaries of feedback need to be referenced by course title/cohort and year, or other identification relevant to the particular context.
- must include a History of Tertiary Education Form, available on [Te Kete Wānaka](#), for each individual or group member. Note that this is not included in the word limit.

Portfolios may be prepared by the nominee(s) or by others on behalf of the nominee(s). The Centre for Learning and Teaching will provide support in the form of a workshop, individual consultation, and a preliminary review of the portfolio.

Portfolios are to be submitted as a single pdf file to the Manager, Centre for Learning and Teaching **by 5.00 pm on Monday 4 November 2024**. No late portfolios will be accepted. Receipt of the portfolio will be confirmed via email. Portfolios will be checked and returned to the nominee(s) if they do not meet the portfolio criteria.

2.3. RESPONSIBILITIES OF AWARD RECIPIENTS

Awards are granted on the understanding that award recipients:

- will use the award money on initiatives that will enhance the recipient’s education career, promote good practice and/or benefit learners.
- are willing to share, present and promote good practice with other staff through the Centre for Learning and Teaching professional development programme.

- will be asked to review extracts of their portfolio for publication online or in print, e.g. via Te Kete Wānaka.

3. CRITERIA

Nominees must describe and provide evidence of how they meet the criteria below.

It is recommended that nominees refer to the [Te Whatu Kairangi Aotearoa Tertiary Educator Award](#) Procedures, Guidelines and Criteria available on the Ako Aotearoa website.

3.1. GENERAL AWARD CATEGORIES

The General Awards require the nominee to apply for one of the following categories:

Advancing approaches to, and the outcomes of, work-based learning

Work-based learning refers to learning that is carried out mainly in the workplace, with learners who are employed (full or part-time, including volunteering). In this category, the applicant will outline how their educational practice enhances the workplace as a site of learning and creates new possibilities and/or outcomes, including strengthening the role of employers as educators. The work-based learning should be achieved over a sustained period and may include, but is not limited to, contexts such as on-job learning, apprenticeships, practicum, service learning, placement, apprenticeships, or work experience.

Achieving diversity and inclusion for improving outcomes for: Māori learners; Pasifika learners; neurodiverse learners; and/or learners with disabilities

Applications in this category will focus principally on learning and outcomes for tauira in one or more of the groups outlined above. The applicant will provide evidence of how their practice is inclusive, enhances learning, and achieves significant outcomes for all tauira. This may be achieved in mixed groups or in targeted learning opportunities for one or more of the identified groups.

Innovation in learning, teaching, and curriculum (including developers, educators, or combinations)

In this category, applicants will provide evidence of significant innovations that lead to improved learning and outcomes. A wide range of initiatives may be considered covering learning contexts such as class-based, work-based, or online learning. Curriculum innovation may include initiatives that, for example, reconceptualise curriculum; promote access, participation, and inclusion; and/or achieve enhanced outcomes for all.

Progressing educational partnerships and collaboration

Educational partnerships and collaboration occur in many ways. Applicants may include evidence of internal partnerships or collaboration involving, for example, tauira, support staff, peers, or colleagues from other parts of the organisation. They may also provide narrative and evidence of external collaboration and/or partnerships that cross organisations or sectors to enhance learner outcomes.

Initiatives for progressing hauora and wellbeing in education

The progression of hauora and wellbeing is an important component of successful outcomes of educational endeavour. Applicants in this category will provide evidence of initiatives that, while focusing on hauora as a component of the provision, result in enhanced outcomes for tauira, their whānau, and communities.

Progressing seamless tauira transitions between contexts

In this category, applicants will outline initiatives and their outcomes that contribute to successful transitions for learners and enhance their chances for success. This may

include internal transitions, such as from foundation or vocational education and training certificates, or diplomas to degree-level programmes. It may also include transitions between, for example, community-based education and tertiary education organisations, or from school to onjob training. Applicants will describe how the transition arrangements have led to enhanced outcomes.

3.2. OVERARCHING CRITERIA

The Lincoln University Excellence in Education Awards Committee will be looking for evidence that nominees:

- a) are strongly focused on evidence of sustained contribution to and impact on learner success, and the subsequent impact on whānau, communities, and employment outcomes.
- b) have learners with their whānau at the centre of education. Outline how you have high aspirations for every learner, design and deliver education that responds to their needs, and sustains their identities, languages and cultures.
- c) have barrier free access for all learners including Māori, Pasifika, neurodiverse, disabled and those with learning support needs. Outline how your initiatives have impacted learners and how you address the equity and diversity challenges.
- d) are proactive in their own professional development as educators and content specialists.
- e) demonstrate leadership and have made a significant contribution to the educational practice of colleagues (internal and/or external), to relevant communities, and/or to their particular discipline/focus area.
- f) inform their practice from sources such as course/outcome evaluations, research, self-reflection, colleagues, peer reviews, learners, former learners, and other relevant stakeholders.

3.3. GENERAL AWARDS CRITERIA

The nominee's portfolio should provide narratives and evidence about the overall quality of practice. In what ways is the practice outstanding? How is it differentiated from business-as-usual? To what degree does it utilise innovative practices and achieve exceptional outcomes?

All categories (see 3.1 above) must address the five areas listed below.

1. Context

Describe the learning-related context within the category that you are focusing on.

- What is the tertiary educational context in which the nominee is working? How does this relate to the teaching and learning process in its widest sense? This can include community-based, work-based, class-based, online, or other educational settings.
- Why are you focusing on this particular context?
- What was the situation for learners and learning that created an impetus for change or innovation?
- What elements of the Tertiary Education Strategy are highlighted?

2. Approach

Explain what you have been doing and how it is responsive to your learners' needs.

- What approaches, solutions or interventions have you settled on?

- 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 Pasifika learners?
- How long have you been using these approaches?
- How have your approaches adapted over time and why?

3. **Impact**

Detail the impact your practice is having and how you know this.

- Who is impacted - taura, whānau, communities, workplaces, colleagues, organisations, sector, etc?
- How do you know your practice has made an impact?
- How significant is the scale and reach of the impact?
- 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?

4. **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 is your mahi building partnerships, connectedness, and collaboration with a range of different people and groups?
- 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 recognised by others?

5. **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 the initiative and impact continue?
- How might a national award help to progress this initiative and/or disseminate good practice?

Additionally, group nominees need to also provide evidence for the following criteria:

6. **The group's collaborative approach**

Areas to focus on will 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.

7. **The group's practice, impact, and outcomes of the collaborative approach**

Areas to focus on will include:

- Ways in which learner-centredness is at the heart of the mahi.
- How context-specific learning and teaching practices, including Māori and Pasifika pedagogies, are embedded.
- How learning environments are enhanced.
- What impactful outcomes have been achieved.
- What potential there is for progression of the mahi.

3.4. **KAUPAPA MĀORI AWARDS CRITERIA**

The Kaupapa Māori Award is for educational practice that incorporates te reo Māori, tikanga Māori, and mātauranga Māori. The recipient of this award prioritises a Kaupapa Māori-led approach that incorporates Māori principles, values, behaviours, and processes within a Māori philosophical framework.

Applicants will need to provide details and evidence of the impact their Kaupapa Māori-led practice and leadership in this area has had on:

- learners and their whānau, hapū, iwi and/or Māori communities
- the advancement of te reo Māori, tikanga Māori, and mātauranga Māori
- communities outside of their classroom, and
- their discipline.

1. Ko te Whakamārama | Context

Describe the learning-related context of your subject area. Outline and explain the central components of your own personal philosophy and how they align with a Kaupapa Māori philosophical approach to teaching and learning.

2. Ko te Whakaako | Educational practice

Describe the ways in which your practice is influenced by Kaupapa Māori principles.

Highlight your Kaupapa Māori pedagogical approach(es) that have had 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 approach(es) is/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 your Kaupapa Māori-led practice and initiatives has had on your learners and in the wider field of teaching.

3. 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.

4. Ko te Rangatiratanga | Leadership

Describe how your Kaupapa Māori-led practice has demonstrated rangatiratanga/leadership in improving outcomes for learners, how it has impacted 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 on either a national or international level.

Provide evidence of the impact your leadership in Kaupapa Māori-led teaching has had.

5. 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.

3.5. LE MOANA MUA AWARDS CRITERIA

The Le Moana Mua Award recognises the outstanding practice of Pacific Educators, that is, those who are educators of Pacific ethnicity and who educate Pacific peoples. The name Moana refers to people of the ocean. Mua refers to first for leadership, and 'mua o', to honour those who have heeded the call to serve with excellence and leadership in tertiary education.

The nomination should be based around the 10 Habits in the phenomenal educator framework. Consider the Habits and provide narratives and evidence about your practice. Use the reflective questions to help develop the nomination. Give evidence of impact on sustained learner success, and the subsequent impact on whānau, communities, and employment outcomes.

Also, include:

- The nominees teaching and learning context and the key challenges of their teaching.
- An outline of who the learners are, and what they are learning. Include the number of learners, challenges, and the wider impact of the learning.
- Evidence of professional development.
- Leadership with support to the educational practice of colleagues and communities.

Outline of the 10 Habits in the phenomenal educator framework to reflect on and respond to

1. Fenua: The pedagogy of reflection.

Reflecting on your teaching performance is essential to improve and refine inclusive educational practices.

- What are your experiences and stories where you identify opportunities and took action to improve your teaching?

2. Moana: Know your Pasifika learner and context.

Be a transformative educator by gaining a deeper understanding of Pasifika learners. It is essential that educators understand this diversity and respect it.

- What do you do to know and understand your Pasifika learners?

3. Vaka: Educate with Phenomenal Pasifika-centric methods.

Educators need to be connected to your Pasifika learners and their communities. Pasifika content and examples will help make your course more Pasifika-centric.

- How do you take a Pacific-centric approach in your teaching?

4. Le Teu le Va: Build teaching and learning relationships with Pasifika learners.

Pasifika learners often attribute their educational success to someone who has cared, who has understood their contexts, and has supported their education. The values of trust, honesty, respect, and empathy give life to the teacher learner relationship; and, if these are not established from the outset, teaching will not function effectively.

- How do you build relationships with your learners?

5. Ola: Develop phenomenal practices.

The teacher will develop learning opportunities in classes, online and in the workplace. This could be presentations, discussions, online activities and learning on the job.

- What phenomenal practices do you use to help learning?

6. Teatea: Instil motivation and good work habits.

Help learners to make the transition to tertiary education as empowering as possible. Focus on the strengths that the learner brings to the classroom and build on these strengths. Help motivate and nurture your learners and help them visualise what is possible for their future. Support learners to realise their abilities and strengths and how these can be used in their lives.

- How do you motivate and encourage learners?

7. Aupuru: Cultivate creativity and enthusiasm.

Pasifika learners thrive with enthusiastic educators and respond well to them. Consider ways that Pasifika knowledge systems and cultures can be used to facilitate Pasifika learners. An enthusiastic educator brings excitement, enjoyment, and anticipation to their teaching, engages learners to participate and stimulates them to explore the subject. A teacher's enthusiasm can ignite the curiosity of learners and jumpstart their motivation to learn.

- How do you cultivate creativity and enthusiasm for your learners?

8. Putuputu: Construct a Pasifika learning community.

The building of community fosters learners' cultural identity and encourages a sense of belonging. It brings their lives and interests to the forefront of education, rather than hiding it away.

- How do you create a Pasifika learning community for your learners? What factors can enhance their learning?

9. Arofa: Enable mentoring to be a natural part of your teaching and manage the 'wobbles' that arise.

Mentoring can foster the growth and development of the mentee. The mentor can serve as an important guide or reality checker, introducing the mentee to the environment he or she is preparing for.

- How is mentoring a natural part of your teaching?

10. Ti'ama: Deconstruct and emancipate your Pasifika learners' experiences.

Encourage learners to bring their cultures with them to their learning. Focus on what works for learners, rather than on what they do not have. A phenomenal educator will have a high level of self-awareness and reflection and meet the needs of their Pasifika learners.

- How do you give learners the freedom to be themselves as Pasifika?

4. ADDITIONAL INFORMATION

If you have questions about the Lincoln University Excellence in Education Awards procedure, guidelines or criteria or would like assistance with a nomination and/or portfolio, please contact the Manager, Centre for Learning and Teaching using the contact details available on [Te Kete Wānaka](#).