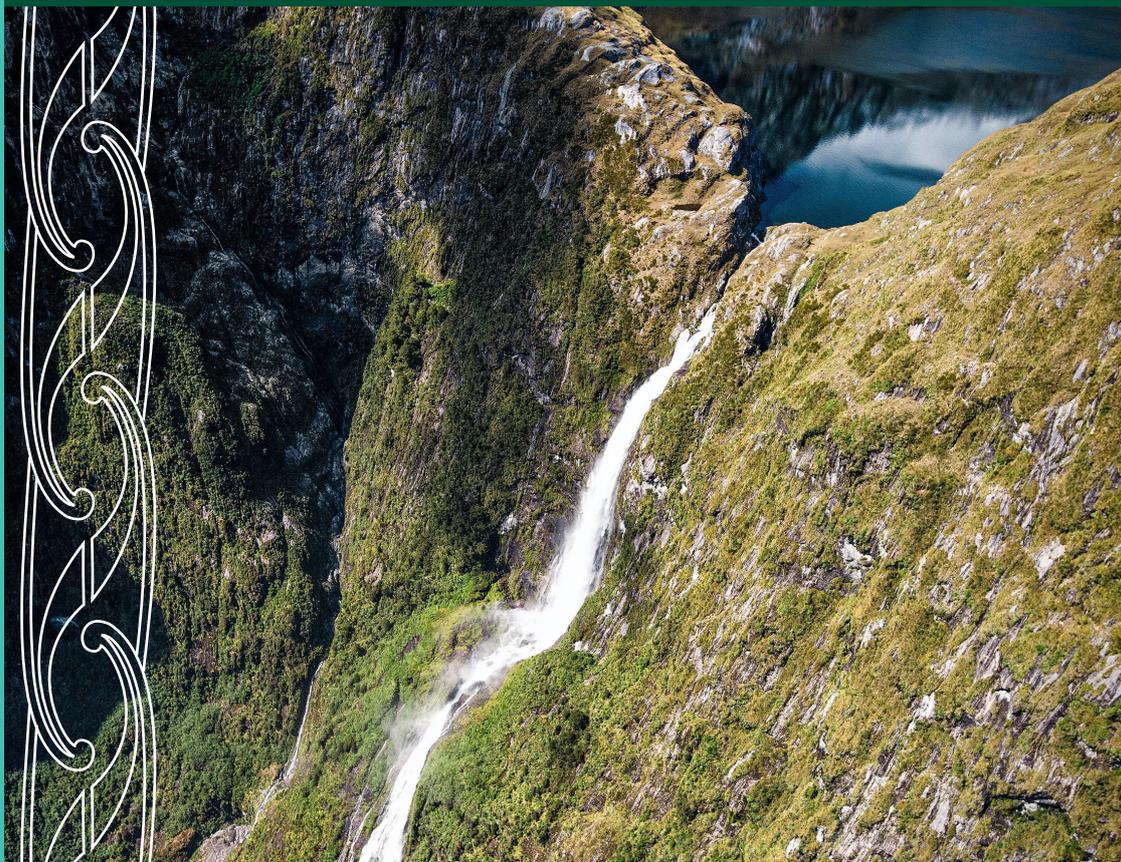


# TE ARAWAI AKO

## PATHWAY TO LEARNING AND TEACHING FELLOWSHIP PROGRAMME HANDBOOK





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# WHAT IS TE ARAWAI AKO?

## NAU MAI, HAERE MAI KI TE ARAWAI AKO: PATHWAY TO LEARNING AND TEACHING FELLOWSHIP

Te Arawai Ako: Pathway to Learning and Teaching Fellowship is a professional development programme that supports you to reflect upon and receive recognition for your teaching through the award of an HEA fellowship. The fellowship is granted in recognition of meeting a set of internationally agreed upon professional standards.

Te Arawai Ako translates literally as “the learning and teaching waterway” and connects wonderfully with our University’s Māori name, Te Herenga Waka, the mooring post for canoes. Having already ‘hitched your waka’ to this University as a staff member involved with teaching and supporting learning, you are now invited to journey along Te Arawai Ako, the learning and teaching waterway, towards deeper learning about teaching.

Te Arawai Ako is underpinned by the six values outlined in [Te Korou – Learning and Teaching Plan](#):

- rangatiratanga (leadership)
- manaakitanga (the generous fostering of knowledge)
- kaitiakitanga (responsibility for and guardianship of knowledge)
- whai matauranga (intellectual curiosity)
- whanaungatanga (collaboration and collectiveness), and
- akoranga (collective responsibility for learning).

Participating in Te Arawai Ako will enable you to demonstrate how your teaching and support of learning embodies and enacts these values and also gives effect to the University’s responsibilities under Te Tiriti o Waitangi Statute.



KNOWLEDGE OF...  
THE SUBJECT MATERIAL  
APPROPRIATE METHODS  
FOR T, L & ASSESSING  
HOW STUDENTS LEARN  
USE & VALUE OF APPROPRIATE  
LEARNING TECHNOLOGIES  
IMPLICATIONS OF QUALITY  
ASSURANCE & QUALITY ENHANCEMENT

V1 - RESPECT IND  
V2 - PROMOTE P  
V3 - EVIDENCE  
V4 - ACKNOWLED  
IMPLIC  
AKORANGA  
MANAAKI  
WHANAUNO  
KAITIAKITA  
MĀTAU  
RATA



# WHAT ARE HEA FELLOWSHIPS?

Higher Education Academy (HEA) fellowships are a professional recognition scheme for university educators to have their teaching and learning expertise reviewed and recognised through an external body. They are awarded through [Advance HE](#), an organisation based in the United Kingdom. The scheme is open to professional and academic staff.

[The fellowships](#) are based on the [UK Professional Standards Framework](#) (PSF) and are recognised around the world.

Fellowships bring a range of benefits:

- International recognition of a commitment (both the awardee's and the University's) to standards and professionalism in teaching and learning in higher education;
- Engagement in a practical process that encourages reflection on and development of teaching and learning
- A badge of professional identity as a higher education teaching and learning practitioner, including the entitlement to use the post-nominal letters (AFHEA, FHEA, SFHEA, or PFHEA)
- International portability of recognition of teaching capability.

There are four categories of fellowship:

- Associate Fellow (AFHEA): those with limited experience of teaching, including, for example, senior tutors, PhD students, very new lecturers or teaching fellows
- Fellow (FHEA): those with substantive teaching and learning responsibilities
- Senior Fellow (SFHEA): leaders of learning and teaching
- Principal Fellow (PFHEA): strategic leaders of learning and teaching (at an institutional, national or global level)

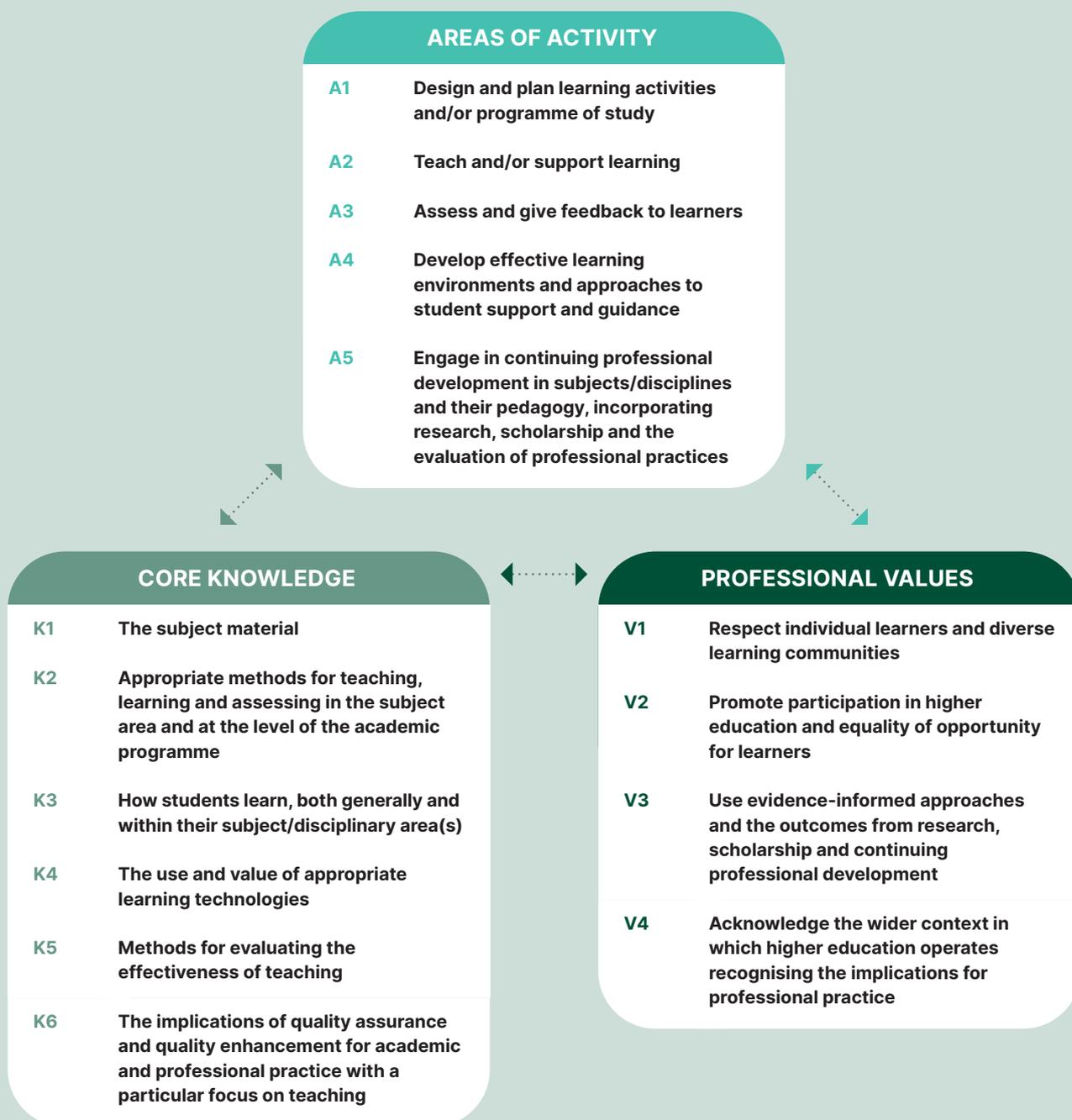
These four categories of fellowship are awarded on the basis of written evidence of personal professional practice which meets the requirements of the Professional Standards Framework (UKPSF).



# WHAT IS THE PSF?

The [Professional Standards Framework](#) (PSF) sets out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting learning in higher education. Originating in the UK in 2003, and revised in 2011, the PSF is now recognised globally. Te Herenga Waka—Victoria University of Wellington became an institutional member of Advance HE (the body that awards the fellowships based on the PSF) in late 2021.

The PSF has three components that represent the skills, knowledge and practice university educators are expected to exhibit or develop: 'Areas of Activity' relating to teaching and learning in higher education; an expectation of 'Core Knowledge' teachers have about the practice of those activities; and a series of 'Professional Values' that frame teaching and learning practice. Figure 1 sets out these components in more detail.\*



**Figure 1: Components of the Framework (UKPSF, 2011)**

\* The PSF has recently been updated, but our programme will continue to use the 2011 version throughout 2023.

The three components of the PSF, in turn, map to four descriptors that describe the categories through which different types of educators might exhibit these attributes, as outlined in Table 1.

## DESCRIPTOR 1: ASSOCIATE FELLOW

*Demonstrates an understanding of specific aspects of effective teaching/learning support methods and student learning.*

Individuals should be able to provide evidence of:

- I. Successful engagement with at least two of the five areas of activity,
- II. Successful engagement in appropriate teaching and practices related to these areas of activity,
- III. Appropriate core knowledge and understanding of at least K1 and K2,
- IV. A commitment to appropriate professional values in facilitating others' learning, and at least one Te Herenga Waka value,
- V. Relevant professional practices, subject and pedagogic research and/or scholarship within the above activities,
- VI. Successful engagement, where appropriate, in professional development activity related to teaching/learning and assessment responsibilities.

## DESCRIPTOR 2: FELLOW

*Demonstrates a broad understanding of effective approaches to teaching and learning support as key contributions to high quality student learning.*

Individuals should be able to provide evidence of:

- I. Successful engagement across all five areas of activity,
- II. Appropriate knowledge and understanding across all aspects of core knowledge,
- III. A commitment to all the professional values, and at least two Te Herenga Waka values,
- IV. Successful engagement in appropriate teaching practices related to the areas of activity,
- V. Successful incorporation of subject and pedagogic research and/or scholarship within the above activities, as part of an integrated approach to academic practice,
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment and, where appropriate, related professional practices.

**Table 1: PSF Descriptors**

### DESCRIPTOR 3: SENIOR FELLOW

*Demonstrates a thorough understanding of effective approaches to teaching and learning support as a key contribution to high quality student learning.*

Individuals should be able to provide evidence of:

- I. Successful engagement across all five areas of activity,
- II. Appropriate knowledge and understanding across all aspects of core knowledge,
- III. A commitment to all the professional values, and at least three Te Herenga Waka values,
- IV. Successful engagement in appropriate teaching practices related to the areas of activity,
- V. Successful incorporation of subject and pedagogic research and/ or scholarship within the above activities, as part of an integrated approach to academic practice,
- VI. Successful engagement in continuing professional development in relation to teaching, learning, assessment, scholarship and, as appropriate, related academic or professional practices,
- VII. Successful co-ordination, support, supervision, management and/ or mentoring of others (whether individuals and/or teams) in relation to teaching and learning.

### DESCRIPTOR 4: PRINCIPAL FELLOW

*Demonstrates a sustained record of effective strategic leadership in academic practice and academic development as a key contribution to high quality student learning.*

Individuals should be able to provide evidence of:

- I. Active commitment to and championing of all dimensions of the framework, through work with students and staff, and in institutional developments,
- II. Successful, strategic leadership to enhance student learning, with a particular, but not necessarily exclusive, focus on enhancing teaching quality in institutional, and/ or (inter)national settings,
- III. Establishing effective organisational policies and/or strategies for supporting and promoting others (e.g. through mentoring, coaching) in delivering high quality teaching and support for learning,
- IV. Championing, within institutional and/or wider settings, an integrated approach to academic practice (incorporating, for example, teaching, learning, research, scholarship, administration etc.),
- V. A sustained and successful commitment to, and engagement in, continuing professional development related to academic, institutional and/or other professional practices.

# WHY HAS OUR UNIVERSITY ADOPTED THE PSF?

Te Herenga Waka—Victoria University of Wellington's shared purpose, as expressed in the Strategic Plan 2020–2024, is “research, teaching and engagement that transforms lives”. In order to achieve this, we aim to support our teaching staff and all others involved in supporting learning to be reflective, effective, and engaged teachers. As a University, we have committed, through Te Korou (our Learning and Teaching Plan, 2022–2025) to “Advancing and resourcing professional development opportunities and promotion systems that encourage and reward leadership in learning and teaching”. Furthermore, the Ako/Teaching pillar of our Academic Career Framework expects that our academic staff will:

- Exercise leadership in teaching
- Engage in regular professional development that leads to enhanced teaching practice
- Gain awards, prizes and other recognition for teaching excellence.

The PSF is recognised internationally as a framework that enables staff to show that they meet agreed-upon standards. Therefore, we have adopted the PSF and developed a bespoke professional development programme, Te Arawai Ako, as a means of fulfilling the University's commitments and ambitions expressed above. Te Arawai Ako will enable our University to:

- Recognise our hard-working teachers and supporters of learners
- Ensure students are taught by people who meet high standards for university teaching
- Show the depth of the University values of akoranga, manaakitanga, whai mātauranga, kaitiakitanga, rangatiratanga and whanaungatanga within our teaching and learning communities
- Support the personal and professional development of our teaching/learning support staff
- Enhance the depth and growth of teaching collaborations and networks
- Provide evidence of professionalism and excellence in teaching.
- Benchmark teaching and learning practices internationally.

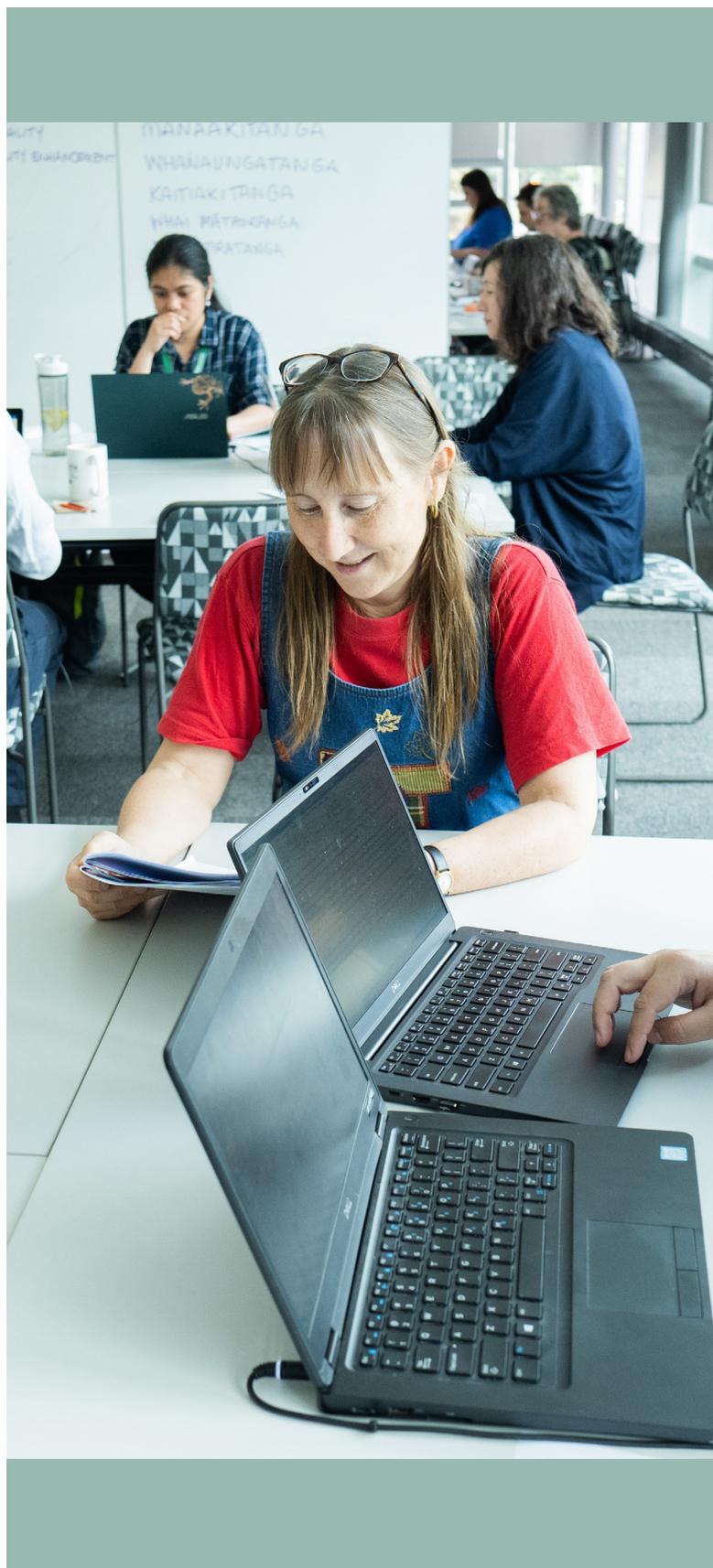


# HOW DOES TE ARAWAI AKO WORK?

Our Te Arawai Ako programme supports academic and professional staff to draw on the PSF to work towards recognition in one of the three different categories<sup>1</sup> of HEA fellowship: Associate Fellow, Fellow, or Senior Fellow. These categories are outlined in more detail in Table 2 in the section [What category is right for me?](#)

If you choose to participate in Te Arawai Ako, the outcome will be a written submission that maps your experience against the PSF. Your submission will include a written narrative of reflections and evidence, as well as supporting statements that authenticate your teaching/learning support practice. This written submission is then assessed by a panel of existing fellowship holders.

Te Arawai Ako participants take part in a series of workshops, writing days, peer review, and mentoring that help with the written submission for all three fellowship categories (see the section: [What support will I receive?](#)).



<sup>1</sup> There is a fourth category, Principal Fellow, which is for experienced University staff who can demonstrate a sustained record of strategic leadership in academic practice and development and/or who have strategic responsibilities for teaching and learning (institutionally, nationally, or globally). Te Arawai Ako does not currently provide a pathway towards Principal Fellowship, but the Centre for Academic Development is happy to talk with people who may be interested in this category in the future.

# WHAT WILL I GAIN FROM PARTICIPATING IN TE ARAWAI AKO?

As a result of participating in Te Arawai Ako, you will:

- reflect critically and generously on your own and other's teaching and learning practice
- show evidence that you enact the University's values in your teaching/support of learning
- engage with relevant scholarship and research about teaching and learning
- be mentored by peers and existing fellows
- be able to articulate why you teach the way you do
- participate in an ongoing peer-led community of practice to support continuing professional development in the University
- develop knowledge and skills to advance in your future teaching career
- gain access to an international community of teaching and learning fellows
- be recognised with a relevant HEA fellowship, and
- be entitled to use the post nominals AFHEA, FHEA or SFHEA (depending on category of application).



# WHAT ARE THE ELIGIBILITY REQUIREMENTS?

Te Arawai Ako is for staff at the University who want to develop, improve, and reflect upon their teaching and support for learning. Any staff member with a role related to teaching and/or supporting learning can apply to participate, if they meet the following criteria:

- You have at least one year (or two trimesters in the case of tutors) of recent teaching/supporting learning experience
- You will be a University staff member at the time you submit your application
- You have two colleagues able to write statements of support to authenticate your teaching practice
- On successful application, you are prepared to help foster our Te Arawai Ako whānau, if asked, by agreeing to:
  - mentor other staff through the application process;
  - present at school, faculty and/or other fora, such as the annual Ako Symposium or at Vic Teach events;
  - be prepared to contribute to the development and facilitation of Te Arawai Ako support activities in the future.



# WHICH CATEGORY IS RIGHT FOR ME?

I AM A...	TEACHER/SUPPORTER OF LEARNING	LEADER OF LEARNING	LEADER OF TEACHERS
CATEGORY	Associate Fellow (AFHEA)	Fellow (FHEA)	Senior Fellow (SFHEA)
REQUIREMENTS FOR FELLOWSHIP CATEGORY	<p>Teaching and/or supporting learning responsibilities</p> <p>In order to apply for Associate Fellowship of the HEA through Te Arawai Ako, you will normally have had at least one year (two trimesters, in the case of tutors) of experience in a role which includes some teaching and/or supporting learning responsibilities in an Aotearoa New Zealand university.</p>	<p>Broad-based experience of teaching and/or supporting learning</p> <p>In order to apply for Fellowship of the HEA through Te Arawai Ako, you will need to be an experienced member of the University staff (academic or professional) with at least one year of experience of teaching and/or supporting learning responsibilities, and with at least a year of this experience based in Aotearoa New Zealand.</p>	<p>Leadership roles/responsibilities related to teaching and/or supporting learning</p> <p>In order to apply for Senior Fellowship of the HEA through Te Arawai Ako, you will need to be an experienced member of the University staff (academic or professional) with significant experience of leadership roles/responsibilities related to teaching and/or supporting learning, with at least a year of this experience based in Aotearoa New Zealand.</p>
EXAMPLES OF STAFF WHO MAY WISH TO APPLY	<ul style="list-style-type: none"> <li>■ Staff new to teaching</li> <li>■ Experienced tutors or demonstrators with at least two trimesters of teaching already completed</li> <li>■ Postdocs and PhD students with some teaching responsibilities</li> <li>■ Research-focused academics with some teaching experience/responsibilities</li> <li>■ Professional staff who support teaching, eg, learning designers, learning advisers, library staff, technicians.</li> </ul>	<ul style="list-style-type: none"> <li>■ Academic staff with substantive teaching responsibilities</li> <li>■ Course coordinators and programme directors</li> <li>■ Professional staff who support courses and/or teaching design or have substantive teaching/supporting learning responsibilities that may not be course-based</li> <li>■ Staff coming into university teaching from another career or sector that involved teaching-related work (ie, early in their academic career, but not inexperienced as teachers).</li> </ul>	<ul style="list-style-type: none"> <li>■ Experienced academic staff with significant responsibility for organising, leading, and/or managing specific aspects of teaching</li> <li>■ Experienced staff with teaching and learning leadership or management responsibilities at a faculty or institutional level</li> <li>■ Experienced professional staff who have leadership roles or responsibilities in relation to the support of teaching &amp; learning.</li> </ul>

Table 2: Fellowship Categories

**The key difference between Associate Fellow and Fellow** is that Associate Fellows are likely to have specific (and sometimes limited) teaching and/or supporting learning roles that will often (though not always) be undertaken with the assistance of more experienced teachers or mentors, whereas Fellows are likely to have greater autonomy/responsibility. Fellows will likely be responsible for planning learning environments, activities and assessment methods; providing feedback to learners; evaluating teaching effectiveness; and engaging in quality assurance and enhancement processes.

**The key difference between Fellow and Senior Fellow** is that Senior Fellows will have leadership roles and responsibilities that Fellows do not have. Senior Fellows will organise, lead and/or manage specific aspects of teaching and learning and will be able to demonstrate the successful coordination, support, supervision and/or mentoring of others (individuals or teams) in relation to teaching and learning. Crucially, Senior Fellows must be able to provide evidence that their leadership has had an impact on the teaching and/or supporting learning practice of others. Although Fellows may have some leadership roles/responsibilities, for Senior Fellows their leadership will be the central focus of their application.

Advance HE's [Fellowship Category Tool](#) will assist you in selecting the appropriate category and takes about 10–20 minutes to complete.



# HOW WILL I KNOW IF I CAN PARTICIPATE?

Once you have attended an Info Session and completed the [Fellowship Category Tool](#), you may wish to speak with a programme leader for Te Arawai Ako to help you interpret the results, or you may wish to move directly to the expression of interest (EOI) process (see the appendix at the end of this handbook). Programme leaders for Te Arawai Ako will review all EOIs and notify applicants of their acceptance (or give feedback on unsuccessful applications). Participants will be selected on the basis of evidence provided in the EOI, and the programme leaders may choose to call on heads of school or alternative data sources to aid decision-making. Prospective applicants will be notified via email when they have been accepted. Unsuccessful applicants will receive feedback and advice regarding the proposed category of fellowship (eg, if it appears too early in a career to be aiming for that category) or if a different category might be more appropriate based on the evidence provided in the application. You will be notified within four weeks of your EOI having been received whether you have been accepted on the programme or not.



# WHAT'S EXPECTED OF ME IF I PARTICIPATE?

Following acceptance on the programme, your ultimate goal will be to curate a written submission for assessment to gain recognition of your development of teaching expertise. This written submission will provide evidence of your teaching experience, and includes:

- a context statement, describing your teaching/learning responsibilities
- a philosophy of learning and teaching statement
- narrative examples that provide reflection on and evidence for your teaching practice, (and case studies, for Senior Fellow)
- two statements of support that serve to authenticate the claims you make about your teaching practice.

Templates that describe the written submission requirements in full will be provided to you during workshops.

Figure 2 describes the steps you'll take to get to the point when you make your written submission:

## STEPS TOWARDS SUBMISSION

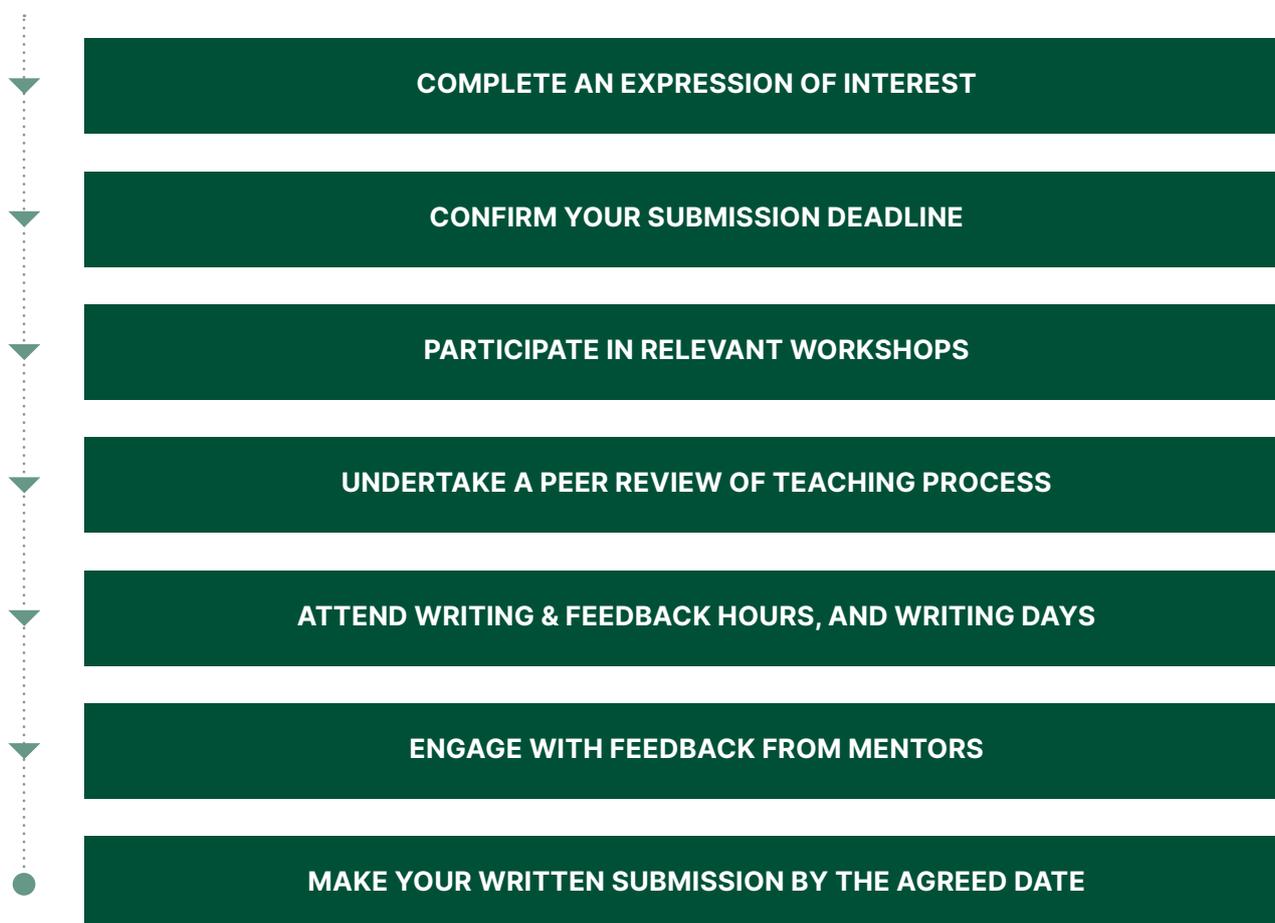


Figure 2: Steps towards submission

# HOW LONG WILL IT TAKE?

There will be a new intake in at least two of the three trimesters each year. Programme dates and submission deadlines are advertised on our Te Arawai Ako website and will be posted with plenty of notice for people to plan their year in advance. Most participants will take approximately six months from EOI to written submission but can take up to a year. As an applicant, you can expect to devote about the same amount of time to preparing a written submission as it takes to draft a journal article or an application for promotion.

Should you anticipate that you will not be able to complete your application by the agreed submission deadline, you may aim for the next submission deadline. If you are not able to submit your application within one year since being assigned to a cohort, you may need to submit a new EOI. You will be expected to liaise with our Te Arawai Ako team by emailing [CAD-contact@vuw.ac.nz](mailto:CAD-contact@vuw.ac.nz) as soon as you become aware of any possible delays. A team member will work with you to develop an appropriate support plan.



# WHAT SUPPORT WILL I RECEIVE?

A huge range of support is available for Te Arawai Ako participants, including workshops, mentoring, writing sessions, peer review and online resources. All applicants must attend the first workshop and complete a peer review process. Attendance and participation are expected from Associate Fellow and Fellow applicants at all other workshops. Senior Fellow applicants must attend the first workshop and can then decide which other workshops and resources to avail themselves of.

## WORKSHOPS

### 1. Getting started with your fellowship (required of all applicants)

All participants are required to attend the first workshop.

By the end of the first workshop you will be able to:

- Recognise the main components of the PSF and the requirements for your category
- Feel confident about getting support for the development of your written submission
- Navigate the Nuku site
- Know who to ask for help.

### 2. Reflective Practices and Peer Review Processes

By the end of this workshop you will be able to:

- Engage in critical reflection on your teaching practice and beliefs
- Experiment with structuring your reflective writing using various tools for reflection
- Decide which peer review process/es will best suit your needs
- Put in place plans for engaging in a meaningful and enjoyable peer review process.

### 3. Developing a Learning and Teaching Philosophy

By the end of this workshop you will be able to:

- Describe why you teach the way you do
- Reflect on how your beliefs and values are evident in your teaching
- Write about your teaching using metaphors
- Draw upon a suite of resources and questions to help you fully develop your learning and teaching philosophy.

### 4. Finding and Narrating Evidence

By the end of this workshop you will be able to:

- Examine what counts as evidence
- Explore how to demonstrate engagement
- Know how to provide evidence of your commitment to and engagement with PSF and University values.

### 5. Scholarship of Teaching and Learning (SOTL) and Continuing Professional Development

By the end of this workshop you will be able to:

- Identify various relevant sources of pedagogic and subject research on learning and teaching
- Articulate evidence for A5
- Develop a professional learning plan for the future.

## MENTORING

Te Arawai Ako participants will have access to a pool of mentors who already hold a category of fellowship. Mentors provide verbal and written feedback on drafts and sections of applications. The bulk of the mentoring and feedback will occur through the twice-weekly Writing and Feedback Hours and at Writing Days, held at least twice per trimester.

## WRITING DAYS

At least twice a trimester, the programme leader for Te Arawai Ako will facilitate a writing and peer review/sharing day, where work-in-progress can be shared and feedback received from mentors, peers and programme leaders. These events will be supplemented by regularly timetabled drop-in writing and/or 'ask me anything' sessions of 1–2 hours, where participants can come to write, receive feedback on work-in-progress, and ask any questions they have about the programme or the written submission process. Dates and times will be posted in the online space.

## PEER REVIEW PROCESS

All participants are required to undergo a peer review process before making their written submission. You may choose from one of two facilitated processes or negotiate your own peer review process by talking to a programme leader for Te Arawai Ako. The two facilitated processes are as follows:

- Either a Teaching and Learning Circle (TLC)—reflective focus
- OR
- A Peer Review Partnership (PRP)—evaluative focus.

Information about the peer review processes will be provided at the first workshop and covered in depth at the second workshop and resources provided in Nuku. You are not required to submit a peer review report with your application, but undertaking the peer review process will be very beneficial for the development of your written submission and will provide you with a peer/s who may serve as an excellent referee for one of your supporting statements (see more on this in the *What's required for the written submission?* section, below).

## ONLINE RESOURCES

There is an abundance of resources in Te Arawai Ako Nuku community site.

- Timetables and calendars
- Discussion fora
- Materials and recordings from workshops
- Examples of applications, statements of support and peer reviews
- Templates and guidelines.



# WHAT'S REQUIRED FOR THE WRITTEN SUBMISSION?

You must make your written submission using the online application. A template is provided for you to get this ready before final submission. In order to achieve any category of fellowship of the HEA through Te Arawai Ako, you will need to reflect on how your experience aligns to the PSF. You will need to:

- provide evidence of your experience and achievements in teaching and learning (what you have actually done);
- demonstrate your engagement with continuing professional development activities (what you have learned about teaching and learning);
- define your understanding of teaching and learning (how you make sense of it all); and
- explain how you bring to life the University's values AND the professional values in the PSF.

We encourage you to use [Appendix One: Mapping Te Herenga Waka Values to the PSF](#), as you write, as well as the [Professional Standards Framework: Guide for Aotearoa New Zealand Applicants](#) to gather ideas for what to include in order to address each component of the PSF.

You should think of your application as a 'claim'; you are making a claim that your work is effective and has a positive impact on student learning. Your written submission will be assessed by two experienced peers and you need to show these assessors that there is a clear rationale behind the way you work and the choices you make in your practice.

Write in the first person (use 'I') so it makes clear what you do/have done. Try to avoid discussing teaching in general or abstract terms as this moves the application away from being about you and your own personal practice and will not help your personal 'claim'. If you want to include work you did as part of a team/with colleagues, you need to be clear what your personal contribution was.



## SUBMISSION SPECIFICS FOR EACH FELLOWSHIP CATEGORY

Each category of fellowship has a different template with different requirements. Main requirements are outlined below.

### Associate Fellow (Descriptor 1)

The written submission for Associate Fellowship consists of six sections (max 1,800 words):

1. Applicant details
2. Applicant checklist
3. Your learning and teaching context (300 words)
4. Your learning and teaching philosophy (300 words)
5. Narrative examples (600 words x 2) (1200 words max)
6. List of references (200 words) (additional to overall word count).

PLUS supporting statements from two referees.

### Fellow (Descriptor 2)

The written submission for Fellowship consists of six sections (max 3,600 words):

1. Applicant details
2. Applicant checklist
3. Your learning and teaching context (300 words)
4. Your learning and teaching philosophy (300 words)
5. Reflective account of practice: Five 600-word statements (3,000 words max)
6. List of references (500 words) (additional to overall word count).

PLUS supporting statements from two referees.

## Senior Fellow (Descriptor 3)

The written submission for Senior Fellowship consists of seven sections (max 6,600 words):

1. Applicant details
2. Applicant checklist
3. Your learning and teaching context (300 words)
4. Your learning and teaching philosophy (300 words)
5. A reflective commentary (approximately 3,000 words)
6. Two case studies (approximately 3,000 words)
7. List of references (max 500 words) (additional to overall word count).

PLUS supporting statements from two referees.

## SUPPORTING STATEMENTS

Your application must be endorsed by supporting statements from two referees, using the template in the Statement of Support Guidelines. These statements will be used to confirm that your application presents a fair and accurate reflection of your higher education practice.

Your two referees should work, or have recently worked, closely with you and have first-hand knowledge of your practice so that they are in a position to comment on and endorse your application. One or both of the supporting statements may be written by people who have peer reviewed your teaching during Te Arawai Ako, either in a Teaching and Learning Circle (TLC) or Peer Review Partnership (PRP), but they do not have to have been involved in that process. Please note that supporting statements should reflect professional relationships; i.e. not be from family members or based on personal friendships.

Referees will be expected to have current or recent experience of working in Higher Education and at least one MUST currently work at Te Herenga Waka—Victoria University of Wellington. All referees need to be familiar with the PSF.

It is important that you read the supporting statements your referees provide as they may refer to aspects of your practice that could strengthen your application; if this is the case then you could revise parts of your application and ask your referees to check that they are happy to endorse the changes you have made to your application, before you submit.



# HOW DO I SUBMIT?

Your written submission, including the supporting statements, must be submitted online through our Te Arawai Ako website. As part of your submission process, you are required to indicate on the application checklist that the work you are submitting is entirely your own. Should it be discovered that you have plagiarised, fabricated or misrepresented any information in your portfolio, you will be subject to the procedures for breaches of the [Staff Conduct Policy](#).

There will be up to three opportunities a year for your written submission to be assessed. You will confirm your submission date after your expression of interest has been accepted. Submission dates are advertised on our Te Arawai Ako website and all will close at 5pm NZST.

Note that your full written submission will be held on record

for a period of three years to facilitate sampling for internal and external review/moderation and for record keeping. The archiving of your personal data adheres to the University's [privacy policy](#) and [Disposal Authority](#). Contact our Te Arawai Ako administrator or programme leader should you wish to access copies of your written submission during the archive period.



# ASSESSMENT

## WHO WILL ASSESS?

Your written submission will be evaluated by a panel of assessors. Panels assessing AFHEA and FHEA will consist of two trained and experienced assessors with at least FHEA. Their decision-making will be moderated by an external moderator who will review a sample of all submissions. Panels assessing SFHEA will (for the first two years of the programme) include one external assessor and two internal assessors, who will have at least SFHEA. (After the first two years, the panel will then comprise two internal SFHEA or PFHEA assessors, and the external moderator will review a sample of, rather than all, SFHEA submissions.) Applications will be sent to an assessor panel as set out in Table 3.

FELLOWSHIP CATEGORY	Associate Fellows	Fellows	Senior Fellows
TOTAL NUMBER OF ASSESSORS	2	2	3
INTERNAL ASSESSORS WITH FHEA	2	1	–
INTERNAL ASSESSORS WITH SFHEA	–	1	2
EXTERNAL ASSESSOR	–	–	1

Table 3: Assessor allocation

## WHAT ASSESSMENT PROCESSES AND CRITERIA WILL BE USED?

The assessment panel will use a template to provide their decision and will include feedback to commend the applicant and/or provide suggestions for improving the application for resubmission should it not be successful first time around. Assessment decisions will be provided to applicants within six weeks of submission. Figure 3 outlines the assessment process in detail.

### ASSESSMENT PROCESS

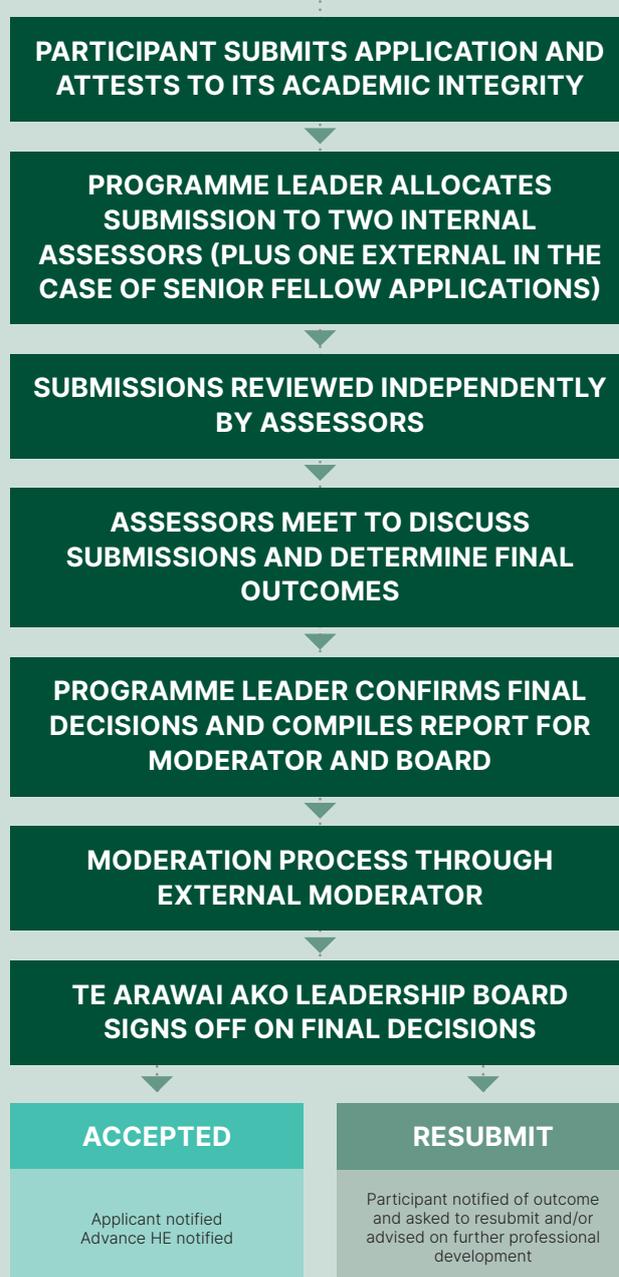


Figure 3: Assessment process

The following judgements will be used:

### Accept

The evidence is sufficient to award fellowship at the relevant category.

### Resubmit

The evidence is insufficient and the applicant may use the guidance to resubmit an application for fellowship. Resubmissions must be made within six weeks.

## HOW CAN I RESUBMIT, IF MY SUBMISSION IS NOT ACCEPTED FIRST TIME AROUND?

If the outcome of your first submission is “resubmit,” you will have six weeks to consult with a mentor, make any changes required based on the feedback provided, and resubmit your application. You will be provided with instructions on how to resubmit along with information on word limits, due dates, and who to contact for additional support. Once you have resubmitted through our Te Arawai Ako website, the application will be sent back to the original assessors who will:

1. review the feedback associated with the original application to familiarise themselves with the issues leading to the resubmission decision;
2. review the amended aspects of the application (applicants should use track changes or similar); and
3. confirm whether or not the revised submission addresses the requirements.

Where any of the original assessors are not available to review the resubmission, a replacement assessor will be substituted. The replacement assessor will be asked to familiarise themselves with the entire application, but would not be able to request that the applicant amend previously approved elements of the application.

The programme leader will consider the assessment panel's recommendations and comments regarding the revised submission, will confirm the agreed outcomes and will advise our Te Arawai Ako administrator to notify you of the final decision.

If you are unsuccessful after resubmission, you might need to consider whether the category you are addressing is appropriate for your teaching practice, or you may need to gather more evidence of your effectiveness as a university educator. Your mentor or our Te Arawai Ako team will be able to advise you. You are welcome to submit a later application in a further round and to reapply at a later date. Only one re-application will be accepted within a two-year period. Figure 4 describes the resubmission process.



Figure 4: Resubmission process

## CAN I APPEAL THE OUTCOME?

The decision-making process for fellowships awarded through Te Arawai Ako is iterative, involving combined decision-making which is subsequently ratified by Te Arawai Ako Board. It is, therefore, a peer review process and the decision of the panel is final.

If you are unhappy with the way in which the assessment was carried out, you may have grounds for appeal. Please note that the appeal can only be about the adjudication process, not the final decision of the panel. You may make your appeal in writing to the Deputy Vice-Chancellor (Academic), who will consider whether any procedural irregularity was so substantial that it may have affected the final decision reached by the assessment panel. The Deputy Vice-Chancellor (Academic) will inform the appellant and Te Arawai Ako Board of their decision.



# WHAT NEXT?

## CELEBRATION TIME

Once a year, we will hold a celebration for all new fellowship holders at which you will receive your certificate. Details of the event will be made available through our online community and will be advertised to the wider University community through University News.

## REMAINING IN 'GOOD STANDING'

Once you gain fellowship recognition, you must continue to remain in good standing. The Higher Education Academy defines remaining in good standing as: "continuing to work in accordance with the standard indicated by the relevant Fellow Descriptor of the UKPSF". Becoming an HEA fellow also gives you access to a community of practice via the Advance HE website. Please take advantage of this resource and the opportunities it gives you in terms of contact, funding and collaboration.

You also join a worldwide community of other fellows, who are all committed to the HEA Fellowship Code of Practice.

## HEA FELLOWSHIP CODE OF PRACTICE

### **In our professional practice, as fellows we will:**

1. Act with respect, integrity and honesty.
2. Monitor and review regularly our work in order to maintain good standing.
3. Engage in appropriate activities to remain up to date with knowledge of learning and teaching, subject matter and assessment.
4. Be open to and conscientious in considering feedback from appraisals, peer and student observations.

### **For the benefit of learners, as fellows we will:**

5. Demonstrate our respect for learners by paying due regard to the way we conduct ourselves in our professional lives.
6. Be fair and impartial in our engagement with learners.
7. Encourage the free exchange of ideas between ourselves and learners.

### **For the benefit of colleagues, as fellows we will:**

8. Show due respect for the opinions of colleagues in the exchange of constructive criticism and ideas.
9. Support and actively assist in the professional development of colleagues to ensure the maintenance and enhancement of good practice and to protect learners from poor practice.
10. Be aware and take account of, the educational goals, policies, standards and regulations of our employing institution and beyond.

## BUILDING OUR TE ARAWAI AKO WHĀNAU

In recognition of our University's value of whanaungatanga, we think of our Te Arawai Ako community as a growing extended whānau or family. We embrace a tuakana-teina ethos, where we ask that all fellows feed back into the process in some way to enrich our teaching community. That may take the form of mentoring future applicants, contributing to workshops and/or becoming an assessor.

Mentors and assessors are selected from existing fellows in an appropriate category who have offered to support colleagues going through the process. Mentorship is advisory and supportive and is based on the experience of the mentors and the needs of the mentees. Mentors are selected on account of their interpersonal skills, experience, and as role models for practice. Mentor training is provided as is training for assessors.

We look forward to welcoming you to our Te Arawai Ako whānau and continuing to work with you on supporting learning and teaching at Te Herenga Waka—Victoria University of Wellington.

**He taura whiri kotahi mai anō te kopunga tae noa i te pūau**

From the source to the mouth of the sea all things are joined together as one

# APPENDICES

## APPENDIX ONE: MAPPING TE HERENGA WAKA VALUES TO THE PSF

### Te Arawai Ako and Te Herenga Waka Values

In preparing an application, applicants will be required to articulate the ways in which their teaching and learning practice reflect the values of Te Herenga Waka. Our values underpin all teaching at the university, and so, in their written submission, applicants will need to identify and demonstrate the ways that their practice reveals those values. The material below is designed to explain the values, provide examples of how our values might be found in teaching and learning activities, and link those values and examples to the components of Te Arawai Ako.

#### Akoranga

*Akoranga is a Māori term with meanings that include teaching and place of learning. It is derived from the root word ako, which means both to teach and to learn, and recognises the reciprocal relationship of both processes. In Victoria's learning and teaching context, the University defines akoranga as a collective responsibility for learning and enacts it through including students in the design, development and evaluation of learning and teaching, and by learning how to learn and teach from each other. We see the process of akoranga as key to developing lifelong learners.*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 6

Akoranga will, obviously, be relevant to almost all components of Te Arawai Ako. When discussing an area of activity, core knowledge area or professional value in terms of akoranga, applicants are encouraged to explore the reciprocal nature of akoranga as both teaching and learning.

#### Whanaungatanga

*The Māori term whanaungatanga is based on the root word whānau (extended family). It acknowledges the close relationships and bonds that are formed through collective experiences and provide a sense of belonging. In Victoria's learning and teaching context, whanaungatanga is defined as collaboration. The University draws on whanaungatanga to enhance the academic performance and employability of its students by providing student experiences of teamwork and civic engagement; forging learning connections across university campuses and staff and by ensuring students are exposed to learning from their peers, academics, industry professionals*

*and local and global communities. This demonstrates international perspectives. Victoria sees the process of whanaungatanga as key to developing collaborative learners.*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 6

Whanaungatanga will be found in the design and implementation of effecting learning activities that encourage connectedness, teamwork and collaboration (A1, A2, A4). Staff also often collaborate with each other, so initiatives where staff support each other and foster a sense of collective identity as teachers (A 5, V3), or work together to design and deliver team-taught courses or programmes of study (A1, A2, K2) would also demonstrate whanaungatanga. The concept of whanaungatanga can even extend to learning and teaching relationships that have developed beyond the classroom or the University.

#### Whai mātauranga

*The Māori term whai mātauranga is comprised of two words—whai, meaning to pursue, search or aim at, and mātauranga, meaning knowledge, wisdom and understanding. Together, they express a commitment to exploring ideas to create new, and better understand old, knowledge. In Victoria's learning and teaching context, it is defined as intellectual curiosity and enacted when the University engages in research-led teaching and is innovative in its teaching. Victoria sees the process of whai mātauranga as key to developing inquiring learners who can engage in creative and critical thinking.*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 6

Whai mātauranga might be seen in one's own curiosity or in inspiring the curiosity and critical and creative thinking potential in one's students. It lies behind efforts to seek out evidence-informed approaches and the outcomes from research, scholarship and continuing professional development in order to improve teaching practice or the learning experience (V3), or to understand and accommodate how students learn and the context within which higher education operates (K3, V4). Designing particularly engaging teaching and learning activities that have proven to inspire passion and curiosity in students might be another example of this value driving an applicant's practice (A1).

#### Kaitiakitanga

*Kaitiakitanga is commonly translated as guardianship. Its root word tiaki means to guard, care for and conserve. The prefix kai indicates 'the person who does the action' and, therefore, the meaning of kaitiaki becomes guardian or trustee. In Victoria's learning and teaching context, kaitiakitanga is defined by the*

*University as its responsibility for, and guardianship of, knowledge and it is enacted through the University's duty of care towards its students. In one sense, this signals the centrality and importance of the student experience to the learning and teaching strategy; but it also means that learning and teaching itself should be challenging, yet supportive. It commits the University to ensuring strong progression of under-represented students. Victoria sees the process of kaitiakitanga as key to the wellbeing of its students and staff, and to developing capable learners*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 7

Like akoranga, kaitiakitanga—which incorporates both guardianship of knowledge and a duty of care to our students—is central to teaching practice and to most of the components of Te Arawai Ako. When reflecting upon, for example, one's guardianship of subject specific knowledge (K1) or assessing and giving feedback to learners (A3), applicants are encouraged to engage with the tensions inherent within the dual duties of sharing and protecting, challenging and supporting.

### **Manaakitanga**

*Manaakitanga conveys notions of hospitality based on the compound word manaaki, which means to support and respect. It also encapsulates the root word mana, which translates as reputation, influence and authority. Thus, in Māori tradition, a person could enhance their mana by being generous and sharing with others. In Victoria's learning and teaching context, manaakitanga is defined as the generous fostering of knowledge and is enacted through its provision of a welcoming, inclusive learning environment. Victoria sees the process of manaakitanga as key to developing confident learners.*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 7

Manaakitanga might be apparent, for example, in an applicant's deliberate processes to ensure generous, constructive and transformative feedback to their students, or providing a learning environment that is safe and welcoming to learners from diverse learning communities (A3, A4, V1, V2). Active participation in communities of practice related to teaching and learning, thereby generously supporting one's colleagues, would also demonstrate manaakitanga (A5)

### **Rangatiratanga**

*The core Māori term, rangatiratanga, is based on the root word rangatira, which means to be noble or chiefly. With the added suffix, it alludes to concepts such as sovereignty, autonomy and leadership. In*

*Victoria's learning and teaching context, it can be defined as enabling strong and distinctive educational leadership of, and by, Victoria's students, academic and professional staff and in the University's high-quality and effective learning and teaching practices. It also means that staff and students will set and achieve personal and professional goals for themselves. Victoria sees the process of rangatiratanga as key to developing autonomous learners.*

Learning and Teaching Strategy—Te Rautaki Maruako (2017–2021), 7

Examples of rangatiratanga for the purposes of one's own autonomy might relate to seeking out professional development opportunities related to teaching and learning (A5, V3), or reflecting upon feedback, continuing professional development experiences or participation in a community of practice related to teaching and learning, and applying the outcomes of those reflections to one's teaching (A5, K5, K6).

Applicants might also see rangatiratanga in their recognition and support of their learners' autonomy and right to self-determination, in accordance with Te Tiriti o Waitangi. It can also be shown through implementing mechanisms in teaching that demonstrate respect for individual learners and diverse learning communities (V1), developing learning environments, approaches and materials that support cultural diversity and accessibility (A4, K4), or encouraging and supporting participation in higher education and equality of opportunity for learners (V2).

## APPENDIX TWO: TE ARAWAI AKO: EXPRESSION OF INTEREST (EOI) TEMPLATE

This is an example of questions asked in the electronic EOI form and what you'll need to think about in advance. When you are ready to complete the actual form, please do so using the electronic form in the link provided.

### Applicant Details

<b>FULL NAME</b>	
<b>TITLE AND POSITION</b>	
<b>SCHOOL/UNIT NAME</b>	
<b>FACULTY/CSU NAME</b>	
<b>ROLE</b>	
<b>YEAR OF APPOINTMENT/ COMMENCEMENT AT THE UNIVERSITY</b>	
<b>CONTRACT EXPIRY DATE (IF NOT PERMANENT)</b>	
<b>EMAIL ADDRESS</b>	
<b>EMPLOYEE/STUDENT NUMBER</b>	

### Eligibility

Confirm your eligibility to participate by ticking the appropriate boxes

<input type="radio"/>	I have at least one year (two trimesters for tutors/PhD students) of recent teaching/supporting learning experience in a higher education context at NZQA Level 5 or above
<input type="radio"/>	My Head of School or Manager is supportive of me taking the time to enrol and participate in Te Arawai Ako
<input type="radio"/>	<p>If I am successful in gaining fellowship, I am prepared to help build our Te Arawai Ako whānau by agreeing to, if requested:</p> <ul style="list-style-type: none"> <li>■ Mentor other staff through the application process;</li> <li>■ Present at school, faculty and other University fora, such as Vic Teach and the Ako Symposium;</li> <li>■ Contribute to the development and facilitation of Te Arawai Ako support activities in the future.</li> </ul>
<input type="radio"/>	I will commit to upholding the <a href="#">Fellowship Code of Practice</a> if my application for fellowship is successful.

## Fellowship category

Which fellowship category do you think you might aim for? Indicate by ticking one of the boxes below. Use the [Advance HE Fellowship Category Tool](#) to assist you in selecting which category might be most appropriate for you. Don't worry if your category is not yet clear—you will be able to talk about this in more depth with a programme leader for Te Arawai Ako.

<input type="radio"/>	Associate Fellow
<input type="radio"/>	Fellow
<input type="radio"/>	Senior Fellow

## Reasons for wanting to participate in Te Arawai Ako

Outline below what is motivating you to participate in this professional development programme (max. 250 words)

## Current learning and teaching responsibilities

Outline some of your recent higher education learning and teaching roles, responsibilities and professional experience (max. 250 words, bullet points are fine)

## Prospective Senior Fellow applicants only

Outline your recent involvement in coordination, support, supervision, management and/or mentoring of others (whether as individuals or teams) in relation to teaching and learning (max. 250 words, bullet points are fine)

Outline how you have successfully incorporated subject and pedagogic research and/or scholarship within your learning and teaching activities, as part of an integrated approach to academic practice (max. 250 words, bullet points are fine)

## Certification by applicant

I certify that:

- I. To the best of my knowledge, all the details on this EOI form are true and complete.
- II. I will comply with all necessary Te Herenga Waka—Victoria University of Wellington policies and procedures in discharging my responsibilities under this program.
- III. In submitting this EOI, I consent to its referral to internal assessors for consideration.
- IV. I consent to being contacted for more information, should it be required.
- V. I consent to my head of school or manager being contacted by programme leaders for Te Arawai Ako for more information, should it be required.

<b>NAME</b>	
<b>DATE</b>	

# CONTACT US

## CENTRE FOR ACADEMIC DEVELOPMENT (CAD)

04 463 4765

[CAD-contact@vuw.ac.nz](mailto:CAD-contact@vuw.ac.nz)

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This handbook has been adapted with permission from various resources prepared by Advance HE and has been informed by guidelines and templates used at the University of Queensland, Massey University and AUT. It is solely for use by applicants in our Te Arawai Ako: Pathway to Learning and Teaching Fellowship programme.

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VICTORIA UNIVERSITY OF WELLINGTON

1897-2022

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