



Gathering Evidence of your Teaching Practice

You need to provide evidence of the quality and nature of your teaching practice in various situations—when you are **preparing your teaching case for promotion**, for instance, but also when you are applying for **awards, grants** or fellowships.

You can obtain evidence from many sources about the quality of your teaching and the ways in which you continually improve your practice. This page will give you some ideas about useful types of evidence, but it is neither prescriptive nor all-inclusive.

Evidence for the facilitation of student learning

- Record in faculty /school workload systems of teaching assignment
- Course outlines indicating your involvement in the courses
- Description of how teaching activities and associated resources facilitate students' achievement of the learning outcomes
- Online courses
- Assessment tasks, rubrics and feedback to students
- Evaluative reports on teaching, based on CATEI or other data
- Feedback to students explaining what you have changed in your teaching in response to any evaluations

Evidence for the development, review or revision of curricula and/or learning and teaching resources

- Documentation of the program, course or learning sequence that has been developed, which clearly articulates the purpose (goals), desired learning outcomes, content, and approaches to teaching, assessment and feedback
- Any learning or teaching resources developed for use in the program, course or learning sequence
- Copies of CATEI “course” data, CEQ data, or any other evaluative data regarding the quality and effectiveness of students’ experience of the program, course or learning sequence that you developed, and changes that have been made as a result
- Evaluative feedback from peers and changes that have been made as a result
- Evaluative reports on the program, course or learning sequence for which the staff member is responsible

- Revised documentation for the program, course or learning sequence evaluated
- Feedback to students explaining what changes you have made to the program, course or learning sequence in response to any evaluations

Evidence of scholarship of learning and teaching

- References to the learning and teaching literature in describing your teaching context
- Plan for a learning and teaching development project
- Application for internal or external funding to support a learning and teaching development project
- Report on a learning and teaching development project
- Self-reflection on how teaching and curriculum design have been influenced by theory and the success of initiatives
- Publications stemming from a learning and teaching development project

Evidence of professional development for teaching

- Completion of one or more courses in the GCULT or MPhil(HE)
- Evidence of participation in at least 10 hours of professional development programs and activities related to enhancing knowledge and/or skills in teaching
- Evidence of having been mentored into a leadership or management role associated with learning and teaching

Evidence of leadership and management of learning and teaching

- Evidence of having met the faculty's/school's administrative requirements for the implementation of a teaching program or course
- Evidence of active management/coordination of staff and resources in the planning, implementation and review of teaching programs, courses, resources or environments (physical, virtual or organisational)
- Evidence of active leadership of staff in the definition, development and review of teaching programs, courses, resources or environments (physical, virtual or organisational)
- Evidence of how innovations in your own teaching may have influenced changes in others' practice
- Evidence of active supervision, mentoring and support of staff with teaching responsibilities
- Evidence of having fulfilled the responsibilities of one of the following leadership roles in learning and teaching: ADE, L&T Fellow or any other role approved by the Director, Learning and Teaching at UNSW.

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