



TeachWell

A Framework for Teaching at
Waipapa Taumata Rau | University of
Auckland

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Preface

We believe that excellence in teaching and research provides a means of engendering transformation in the lives of many people.

(Taumata Teitei Vision 2030, p.3)

The University's reputation with students, their parents and whānau, and our communities rests significantly on the quality of our teaching. The University reflects this in its aspiration to provide students with 'a distinctive educational experience' so that they become 'notable for their leadership and high level of engagement in the contemporary concerns of society' (Taumata Teitei, Vision, 2030, p. 3), and in a commitment to a set of signature pedagogical practices that help to define and shape the learning experience.

Teaching well not only supports a high-quality student experience. Describing the process of teaching well also helps define the scope for our development as university teachers, and the professional learning opportunities that are necessary to support this development.

In developing the framework, careful attention has been paid to reflecting the wide variety of teaching and learning activities at the University – lecture, tutorial, workshop, laboratory, studio, clinics, online, bedside, experiential, work-based, field-based – and the range of disciplinary conventions associated with learning in particular fields. *TeachWell* thus sets out principles and practices that are inclusive of multiple contexts and concepts of teaching and learning.

The *TeachWell* Framework indicates both the idea of teaching effectively, and the means available to help colleagues in that endeavour. Just as a well is a source of nourishing water, so too the 'Teach Well' captures the sense of all the resources on which teachers can draw at the UoA to assist with course enhancements, professional development and career progression.

In 2023, the Academic Standards were amended, and now make explicit the expectations with respect to engagement with the *TeachWell* Framework. This will come into effect this year, 2024, and work is underway to ensure colleagues are well supported to meet the renewed requirements through a dedicated programme of professional learning experiences.

Dr Gayle Morris
Director of Learning and Teaching
Office of the Vice Chancellor
January 2024

Overview

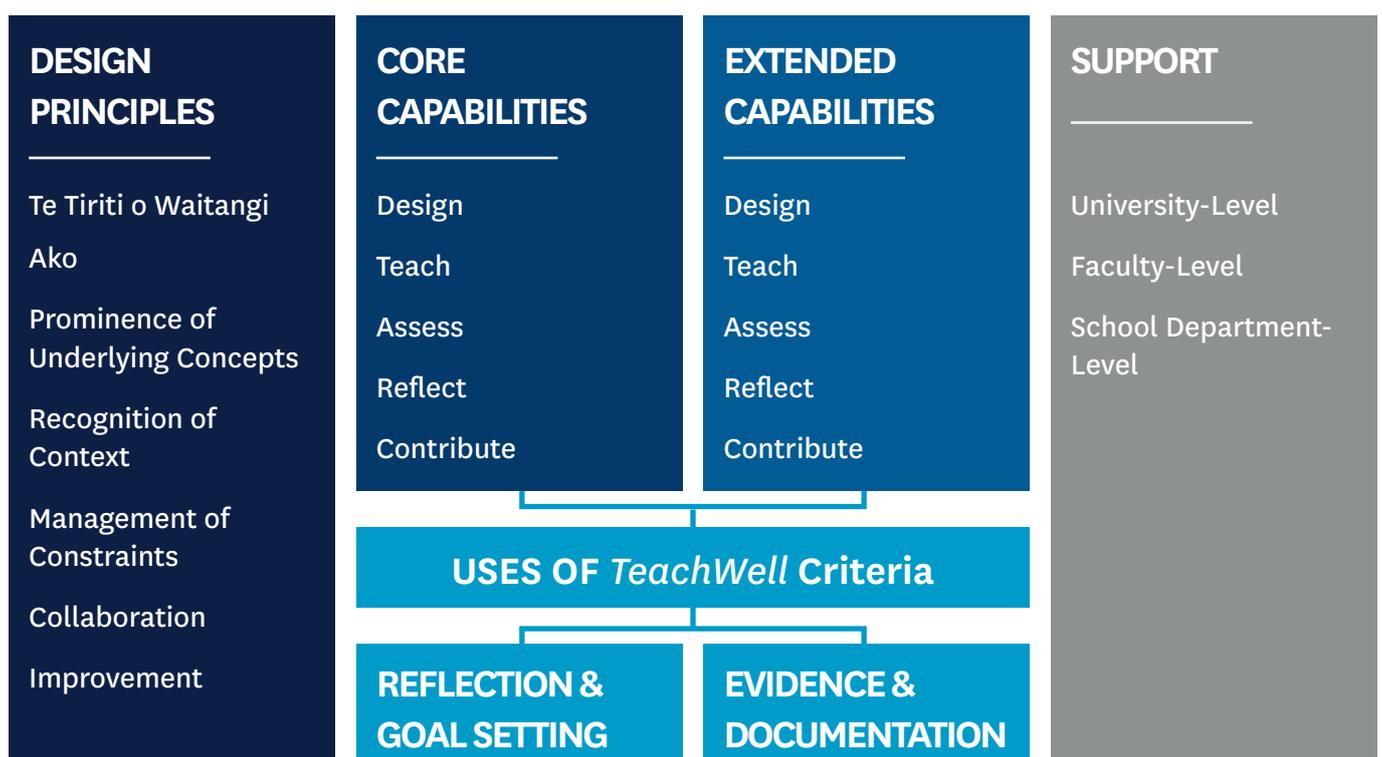
The *TeachWell* Framework comprises five dimensions:

- a) A set of design principles that contextualise teaching well within a New Zealand and Waipapa Taumata Rau | University of Auckland context;
- 2) Domains of educational practices that outline the **core capabilities** for teaching well at the University of Auckland;
- 3) A parallel description of **extended capabilities**;
- 4) Examples of uses of the Framework for reflection and goal setting, and for evidence and documentation; and
- 5) An outline of support available to staff.

These dimensions are illustrated in Figure 1.

Figure 1. Dimensions of *TeachWell* Framework

TeachWell Dimensions



Framework Design Principles

Teaching is a process aimed at optimising both the experience of learning for students (often referred to as engagement) and their achievement. As such, it is as much a function of what students experience and achieve as it is of what the teacher does. Conventionally conceived, teaching comprises four inter-related elements:

- 1) Establishing purpose;
- 2) Planning or designing content and strategy to deliver on that purpose;
- 3) Implementing strategy; and
- 4) Assessing impact

Because of the complex interaction among these elements, and between teacher, student and context, teaching well is an imperfect, experimental process. As such, the *TeachWell* Framework gives prominence to the principles included in Figure 2.

Figure 2. Principles

Te Tiriti o Waitangi	Teaching well needs to incorporate the use of contexts and content that affirm the knowledge, language, identity, and culture of Māori.
Ako	Teaching well cannot be defined only by what teachers know and do. It must also consider what students contribute and experience.
Prominence of Underlying Concepts	Teaching well needs to be defined through underlying concepts of teaching (ako or pedagogy) that need to be enacted according to context (subject, level, students, space, venue, time).
Recognition of Context	Any model of teaching well must be broad enough to capture the different nature of learning across the full range of University teaching settings and to accommodate different disciplinary conventions.
Management of Constraints	Teaching well cannot be defined by constraints and nor, because of the constraints, can it be defined solely by outcomes. Rather it needs to focus on actions aimed at optimising learning and engagement within inevitable constraints.
Collaboration	Teaching well needs to recognise the collaborative nature of teaching and that most often we are stronger collectively than any one of us can be individually.
Improvement	Teaching well needs to acknowledge that we won't always get it right, and that there may be some times when the teaching and learning experience is less than ideal. Responsiveness and improvement are more important than single point achievement.

Core *TeachWell* Capabilities

The Core *TeachWell* Capabilities (Figure 3) describe what is considered reasonable for **all university teachers** to be able to achieve.

The Capabilities are arranged against five domains of educational practices:

- 1) Design for learning;
- 2) Teach for learning;
- 3) Assess for learning;
- 4) Reflect on learning; and
- 5) Contribute to learning.

Figure 3. Core *TeachWell* Capabilities

Design	<ul style="list-style-type: none">• Selecting appropriate outcomes.• Deliberately attending to diversity of student background, prior knowledge and experience.• Planning opportunities for active student learning.• Aligning intended learning outcomes, teaching approach and assessment.
Teach	<ul style="list-style-type: none">• Facilitating student understanding.• Encouraging the engagement and learning of all students.• Establishing a safe, inclusive and supportive learning environment (physical and/or digital).
Assess	<ul style="list-style-type: none">• Providing feedback to students that is helpful, timely and constructive.• Designing assessment opportunities that enable students to develop and demonstrate their capabilities.
Reflect	<ul style="list-style-type: none">• Engaging with evidence and professional learning opportunities to improve teaching.
Contribute	<ul style="list-style-type: none">• Making constructive contributions to the teaching culture of the school/ department/ teaching team.

Extended *TeachWell* Capabilities

Beside the Core *TeachWell* Capabilities, a set of Capabilities have also been developed to describe the University's aspiration for teaching excellence. These Extended Capabilities (Figure 4) are organised against the same domains of educational practices as the Core Capabilities. Note in particular the more extended expectations in relation to reflection on teaching.

Figure 4. Extended *TeachWell* Capabilities

Design	<ul style="list-style-type: none">• Integrating and referencing evidence-based approaches and current thinking about learning and teaching as a source of experimentation and innovation.
Teach	<ul style="list-style-type: none">• Using assessment evidence (e.g., short response items, discussion) during teaching to improve understanding.• Adjusting teaching when lack of engagement is evident.• Building and maintaining a vibrant learning culture characterised by intellectual rigour, cultural responsiveness, and active student involvement.
Assess	<ul style="list-style-type: none">• Designing and refining assessments to optimise content validity, reliability, fairness and consequential relevance (i.e., meaningfully inform adjustments in teaching).
Reflect	<ul style="list-style-type: none">• Systematically analysing direct (formative and summative assessment responses) and indirect (e.g., SET, peer reviews of teaching) evidence of learning to identify priorities for innovating and better supporting student learning.• Proactively seeking and listening to student voice, and responding appropriately.• Engaging with the scholarly literature about practices most likely to improve learning.• Proactively pursuing own learning about teaching and learning.• Articulating a clear sense of purpose for teaching and learning as transformative experiences for teacher and student.
Contribute	<ul style="list-style-type: none">• Engaging in formal or informal leadership that has had a beneficial influence on others' teaching and that advances student learning in the course, department/school and faculty.

Uses of the *TeachWell* Framework

The prime purpose of the *TeachWell* Framework is to define expectations for teaching at the University that will then inform both support for, and recognition of, teaching. Figure 5 identifies the ways it is anticipated the *TeachWell* Framework could be used at different levels.

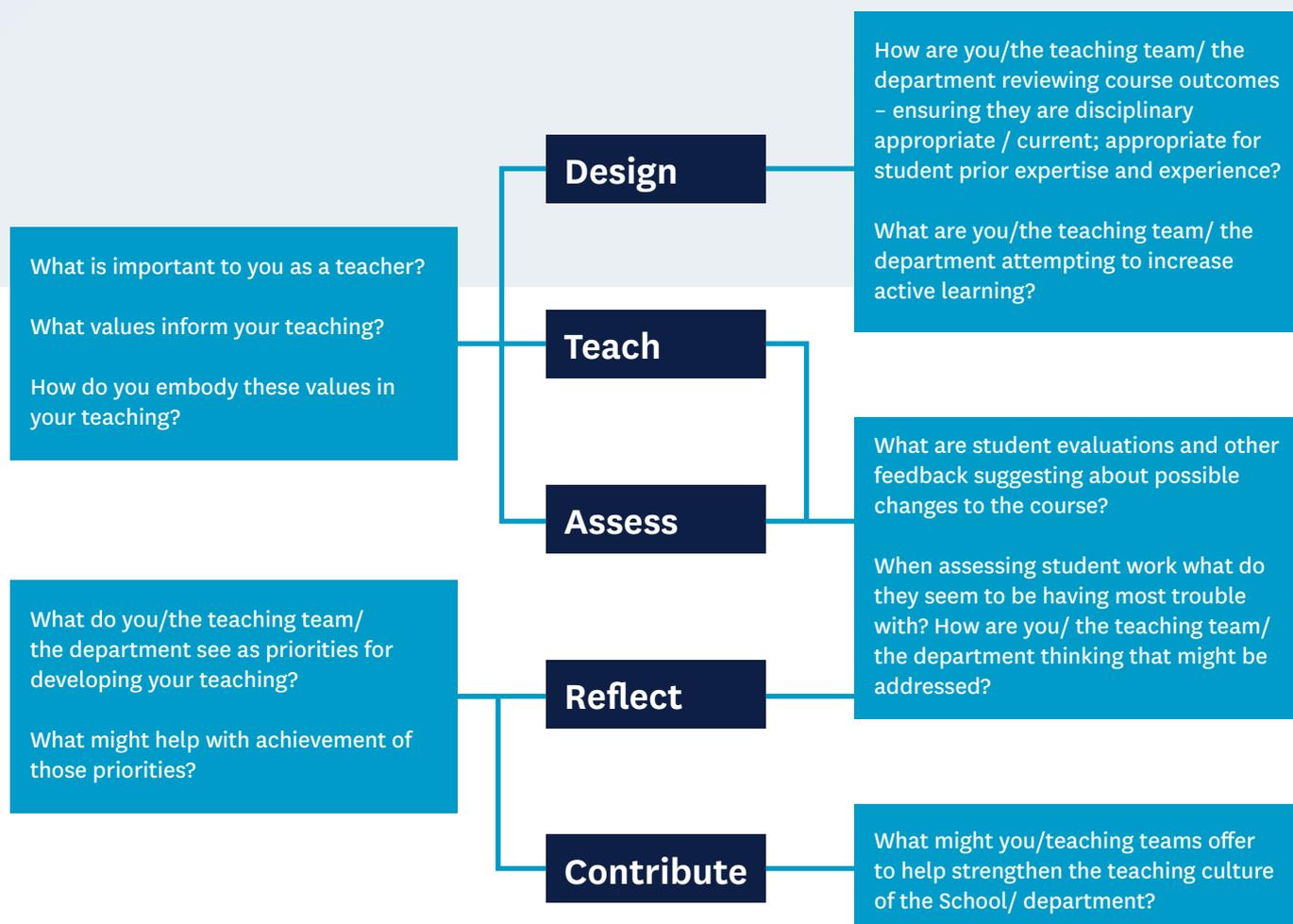
Figure 5. Using the *TeachWell* Framework

Academic Staff	<ul style="list-style-type: none"> • To understand the full scope of teaching and inform their developing teaching philosophy. • To identify professional learning priorities and opportunities to develop their practice. • To support implementation of related university teaching policies (e.g., Assessment, Retention). • To develop a cumulative record of teaching achievement and progress. • To inform a course review and reflection. • To support continuation applications. • To support promotion applications.
Teaching Teams	<ul style="list-style-type: none"> • To identify strengths and allocate responsibilities. • To identify gaps and professional learning priorities.
Departments or Schools	<ul style="list-style-type: none"> • To build and strengthen a teaching culture. • To identify professional learning priorities. • To mentor new staff. • To inform ADPR conversations. • To inform GYRs and other academic reviews.
Faculties	<ul style="list-style-type: none"> • To build and strengthen a teaching culture. • To identify opportunities to develop teaching practice. • To inform the content of Practice Notes • To inform recognition of teaching (e.g., teaching awards) and decisions about continuation and promotion applications. • To prioritise funding aimed at supporting teaching
University Administration	<ul style="list-style-type: none"> • To inform recognition of teaching (e.g., teaching awards) and decisions about continuation and promotion applications. • To prioritise funding aimed at supporting teaching. • To identify infrastructure and support needs. • To inform policy development related to teaching.

Assisting Reflection and Goal Setting

The *TeachWell* Framework can be used as the basis for designing questions that facilitate reflection and goalsetting about teaching among teaching teams, within Departments and Schools, and as part of the ADPR process. The questions in Figure 6 are examples of the prompts that might be used in these discussions. The prompts are not comprehensive and nor is it intended that discussions work through all of them. It may be quite appropriate just to focus on one and to explore it in some depth.

Figure 6. Application of the *TeachWell* Framework for Reflection and Goalsetting by teaching teams, Departments/Schools, and for ADPRs



Evidence and Documentation

Using the *TeachWell* Framework in any of the ways listed in Figure 5 requires the collection of evidence about teaching.

Figure 7 lists the main forms of evidence that can be used to illustrate teaching achievements. These are illustrative, not exhaustive. Teaching-related evidence can be used, for instance, to produce the narrative around your approach to teaching in the Academic Career Portfolio to be submitted as part of continuation or promotion applications, or to reflect on your teaching achievements as part of the Academic Objective Review and Academic Objective Setting in the annual ADPR. Elements from the *TeachWell* Framework can also inform reflections around teaching as part of a Course Review.

Figure 7. Examples of Teaching-related Evidence

Student experience of learning	<ul style="list-style-type: none"> • Analysis of Qualtrics surveys. • Analysis of SET data (qualitative and quantitative). • Student voice by way of informal feedback, focus groups and/or consultation with class representatives. • Official feedback from student representatives through SSCC meetings.
Outcomes for students	<ul style="list-style-type: none"> • Analysis of: student grade and grade distributions; student performance by gender, ethnicity, etc. • Analysis of and responses to: student misunderstandings, confusions, successes, and insights as revealed in their work/performance. • Pre- and post-test.
Reviews and Esteem	<ul style="list-style-type: none"> • Reflections on and responses to peer review of teaching by colleagues. • Graduating Year Reviews meetings and reports. • Comments / feedback from community, industry, professional partners. • Comments from graduate employers. • Recognition through teaching awards. • Invitations to share teaching ideas and materials.
Artefacts	<ul style="list-style-type: none"> • Annotated examples of planning and/or assessment to highlight key elements of planning and assessment for learning. • Examples of resources (written, visual, digital) to support teaching evaluated for their impact. • Annotated examples of student work to highlight key elements of learning (or non-learning). • Exemplars of feedback to students.
Self-assessment	<ul style="list-style-type: none"> • Reflective comment on own practice. • Articulated approach to teaching.
Professional Learning	<ul style="list-style-type: none"> • Examples of learning from professional reading, collegial interaction, seminar or workshop participation. • Teaching-related qualifications. • Learnings and examples from ongoing professional development activities.
Influence	<ul style="list-style-type: none"> • Examples of contribution to teaching culture. • Examples of working collegially with learning designers and other teaching-related professional staff. • Presentations as an invited speaker. • Pedagogical publications. • Contributions to peer review of teaching activities and academic reviews.

Figure 8. Examples of documenting teaching practice

Teaching Record/ Portfolio Category	
Statement	<p>Statement of approach to teaching (philosophy of teaching). For instance:</p> <ul style="list-style-type: none"> • What are you trying to achieve in teaching? • What are you working on in teaching? • What informs your teaching?
Record	<p>Teaching record by year recording subject, level, type (lecture, tutorial, etc.), number of students, pass rates, proportion of contribution to courses.</p>
Evidence	<p>Evidence of quality using examples from Figure 7 and accompanied by a description of at least two most significant contributions to student learning.</p>
Contribution	<p>Contribution to teaching and/or leadership of teaching.</p>

Support and Development

The University's academic professional learning programmes related to teaching and learning are offered through the Education Office, led by the Director of Learning and Teaching, with support from the Learning Design team, Ranga Auaha Ako, the Faculty of Education and Social Work and Organisational Development (OD). They are designed to support the development of Core Capabilities and to enable progress toward Extended Capabilities.

For updated information on all relevant centrally-led initiatives, professional learning activities and other types of support to teaching, please check out the following resources:

- [TeachWell Digital](#), the University's one-stop digital platform enabling excellence in learning and teaching.
- [Ranga Auaha Ako](#) (RAA), a cross-functional team of learning designers, application specialists, software developers and educational technologists.
- [TeachWell Consult](#), a consultation time with an experienced learning designer from RAA to explore ideas and potential to support teaching practice and development.

Other forms of support to teaching include:

- Conversations with Discipline / Programme Leads.
- Conversations with School Directors of Teaching and Learning.
- Conversations with Curriculum Development Managers (CDMs) at Faculty level.
- Conversations with the Faculty Associate Dean (Teaching and Learning).

Acknowledgements

Current work is now underway, led by the Chair of the Learning and Teaching Quality Committee, Director of Learning and Teaching, Dr Gayle Morris to ensure that the TeachWell Framework remains relevant as we transition to the new requirements of the Academic Standards, and reflect the current aspirations for Excellence in Teaching, and the embedding of the UoA Signature Pedagogical Practices. We wish to acknowledge the original contributions made by colleagues.

TEACHWELL WORKING GROUP

The original Working Group comprised Associate Deans Teaching and Learning (or equivalent) in each faculty, the University of Auckland national tertiary teaching excellence award winners, and representatives of the former Centre for Teaching and Learning in Higher Education (CLear). Those who have contributed to the Working Group were:

Professor Susan Geertshuis, Professor Martin East, Dr Sean Sturm, Dr Marie McEntee, Associate Professor Paola Boarin, Associate Professor Kirsten Locke, Dr Lindsay Diggelmann, Professor Warren Swain, Associate Professor Eleanor Hawe, Dr Rena Heap, Dr Julia Novak, Professor Kim Dirks, Professor Duncan McGillivray, Professor Graeme Aitken (Chair).

INTERNAL CONSULTATION

Contributions to the design of the model have been made by Learning Designers from across the University, the University Equity Committee, Māori and Pacific Academic Developers in CLear, Science TLQ Committee, the Medical Programme, and University TLQC.

EXTERNAL SOURCES

Three external sources have informed the ongoing development of the *TeachWell* Framework:

- a) The Universitas 21 network of universities Teaching Indicators Framework developed from an analysis of existing policy documents and teaching portfolios provided by other U21 universities, each with a similar profile to the University of Auckland.¹

- b) The Royal Academy of Engineering (United Kingdom) Career Framework for University Teaching that has established criteria for defining and evaluating teaching achievement at all stages of the academic career.²
- c) The Higher Education Academy (United Kingdom) Professional Standards Framework for teaching and supporting learning in higher education,³ and an accompanying four categories of Fellowship, from Associate to Principal, to recognise individual's practice, impact and leadership of teaching and learning. We have also been informed by the development of the Ako Aronui Framework⁴ developed at AUT in consultation with the HEA to contextualise the HEA Professional Standards Framework within Māori philosophies, worldviews and values.

¹ UCD, Glasgow, Edinburgh, Birmingham, Lund, NUS, UBC, McGill, UNSW, Queensland.

² Graham, Ruth (2018). The Career Framework for Teaching: Background and Overview. Royal Academy of Engineering, United Kingdom. Available at www.raeng.org.uk/CareerFrameworkUniversityTeaching and at <http://www.teachingframework.com>

³ See *UK Professional Standards Framework (UKPSF) Resources* at <https://www.heacademy.ac.uk/individuals/fellowship/fellowship-resources>

⁴ <https://cflat.aut.ac.nz/ako-aronui/ako-aronui-framework/>



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