

# **Nomination for Dr Eleanor Hawe**

**School of Learning, Development and Professional Practice**

**Faculty of Education  
The University of Auckland**

**2015**

**Tertiary Teaching  
Excellence  
Awards**



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## WALKING THE TALK: MY TEACHING PRINCIPLES

In my 40 years as a teacher, I have worked with young children, aspiring teachers, experienced practitioners, school principals and head-teachers from a range of educational contexts. I consider it an enormous privilege to be part of a profession that has the capacity to inspire current and future generations of learners.

My decision to pursue a teaching career was influenced by the positive and rewarding experiences I had in my formative years at primary and secondary school. My teachers instilled in me a passion for learning that I have endeavoured to impart to those I have taught. My teaching, and the research that informs it, reinforces and furthers this love of learning.

My doctoral research provided the basis for a focus in my teaching on assessment, in particular *Assessment for Learning (AfL)* and its relationship to learning and teaching. The principles that guide my practice in this field are the development of learning partnerships to enhance learning and student autonomy; noticing, recognising and responding to student learning; and the importance of experiential approaches to learning and teaching.

An underpinning principle that I will refer to throughout my portfolio is that of evaluation and reflection - my enthusiasm for what I do leads me to constantly examine my practice by asking questions such as what am I doing, why, so what, where to next, and how does this bear on student learning?

*... we were allowed to co-construct, we were allowed to talk, we did lots of talking, we were never spoken over the top of ... her theory in use was what she believes, everything that she does in front of the... class drips her values, beliefs and assumptions about assessment for learning, so we were left in doubt about what effective practice is...*

350 Teacher #2 Research interview, 2013<sup>1</sup>

### Learning partnerships

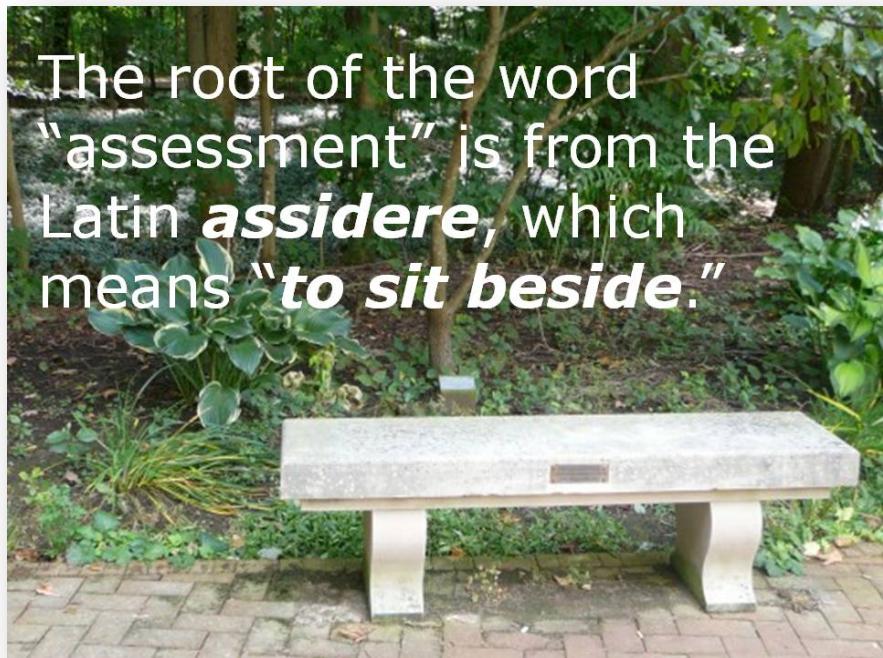
*AfL* is about learners working together with teachers and peers to enhance on-going learning and promote student autonomy. It is the idea of developing a learning partnership, of 'getting alongside' my students to work with them, respond to them and model effective practice, which lies at the core of my teaching philosophy.

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<sup>1</sup> Quotes from students (teachers) who agreed to be participants in a research project – see p. 12 for details.

*When [Eleanor] comes around to the group, she often picks a seat and sits down so in fact [is] coming down to being [at] our level and ... amongst us rather than being separate or above. She gave specific feedback ... you get the sense the feedback is there to give us the best chance to achieve to the best of our abilities.*

350 Teacher #1, Research interview, 2014



### Noticing, recognising and responding: teaching assessment for learning

The formative use of information gained *during* class sessions is one of the most important axioms of my teaching. As students participate in class activities and tasks my role is to get alongside; to notice, recognise and respond (Cowie & Bell, 1999):

**noticing** includes moving around groups, observing and listening to what is being said and done;

**recognising** requires the interpretation of what has been noticed and identifying its implications for student understanding;

**responding** involves action, including the provision of feedback, to support and further student learning at an individual, group and class level.

*[Eleanor is] roving around and engaging us in one-on-one discussions which went a long way in clarifying confusions ... [there is] constructive feedback.*

Student, 350, 2012<sup>2</sup>

*In her role as facilitator Eleanor got 'alongside' us as we were comparing our drafts with the exemplars and her 'noticings' with regards to key aspects of essays helped us to make some decisions around the best structure for an effective essay. In turn this led me to modify my essay plan to ensure these features were included in my essay. These deliberate acts of teaching highlighted to me the role the teacher has to play in noticing, recognising and responding to learning, during learning.*

Assistant Principal, Papatoetoe South School



**"I don't need to go to a gym. One of my classroom management strategies is to circulate frequently around the room. I figure I walk three miles a day."**

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<sup>2</sup> Comments from student evaluations – according to course and year.

## Experiential approaches to teaching AfL

An experiential approach to teaching and learning is well-suited to the courses I teach about assessment, and to the students (educators) in these courses. The ways in which I structure course content and delivery, and the activities and tasks I create provide students with opportunities to *experience* the content of the course. Students encounter the content of the course as they are learning about it, that is, from a learner's perspective.

*... you [as a student] live what AfL is all about, you're actually doing [it], wasn't just academic you know, read some of this ... you're actually living how AfL should be. We're going through all those processes ... feedback, self-regulating ... and modelling exemplars ... and constructing criteria ... so you're actually experiencing what the academics have ... published ...*

350, Teacher # 3 Research interview, 2014

*... we were being immersed in assessment for learning. I remember sitting there ... thinking ... she was walking the talk, because I feel like I am being led through this paper inside assessment for learning.*

350, Teacher # 1 Research interview, 2014



## CREATING THE ENVIRONMENT FOR SUCCESS

I aim to provide a motivating, learning-focused environment that facilitates high levels of student engagement with course-related concepts and ideas, resulting in success for all. Key elements of this environment are: the importance of subject knowledge; respectful and productive relationships; student ownership of learning; and peer review and feedback strategies.

### The importance of subject knowledge

Teaching begins with a teacher's understanding of what is to be learned. To help students engage with and master a body of knowledge in the designated area of study, and to notice, recognise and respond to their understandings, I need to have a deep understanding of the same body of knowledge. I draw on this knowledge base when developing courses and programmes, designing assessment, preparing for teaching, and when interacting with and supporting students in their learning.

**Table 1 - Percentage of students who Strongly Agree and Agree with course evaluation statement for EDPROSFT 752, 753 and 350**

| <b>Course evaluation statement</b>                    | <b>Course:</b><br><b>Year:</b><br><b>No students:</b> | <b>753<br/>2012<br/>[25]</b> | <b>752<br/>2013<br/>[13]</b> | <b>350<br/>2014<br/>[31]</b> |
|---|---|------------------------------|------------------------------|------------------------------|
| The lecturer demonstrated good knowledge of the topic |   | 100                          | 100                          | 100                          |

### Pedagogical content knowledge and teaching-learning strategies

My pedagogical content knowledge about 'how best to teach' is gained from my reflection on previous teaching experiences in the primary and tertiary education sectors, student feedback, comments from colleagues and from my research. This knowledge enables me to structure and present academic content so it is meaningful for a diverse student population.

**Table 2 - Percentage of students who Strongly Agree and Agree with course evaluation statement for EDPROSFT 222, 350, 752 and 753**

| <b>Course evaluation statement</b>   | <b>Course:</b><br><b>Year:</b><br><b>No students:</b> | <b>222<br/>2010<br/>[31]</b> | <b>350<br/>2013<br/>[25]</b> | <b>752<br/>2011<br/>[15]</b> | <b>753<br/>2012<br/>[11]</b> |
|--|---|------------------------------|------------------------------|------------------------------|------------------------------|
| The way the lecturer presented material assisted my understanding of the subject |   | 100                          | 96                           | 100                          | 100                          |

*The course structure was broken into parts that were easy to digest and understand, time to share and ask questions.... The best course I have done so far.*

Student, 350, 2011

### **Case study**

In 2011 a colleague and I discussed students' positive responses to my use of *AfL* strategies and considered how these might be used as the basis of a research project. In 2013 we embarked on a joint small-scale project investigating teachers' *AfL* understandings and practice, and examining the perceived influence of an undergraduate course in *AfL* on teachers' understandings and practice.

#### *Outcomes*

I have presented findings to the European Association for Research on Learning and Instruction, and to the New Zealand Annual Research in Education conferences. I am preparing to present at the Assessment for Learning in Higher Education Conference in Hong Kong in May.

### **Building respectful and productive relationships**

Productive relationships between teachers and students, and among students, are built on mutual respect and trust.

*[Eleanor] facilitated an open, trusting environment for dialogue...*

Student, 350, 2013

*She's polite and respectful. She doesn't make you feel like an idiot. She takes us seriously as learners and respects us as learners...*

350, Teacher # 1 Research interview, 2014

As a first step to establishing respectful and productive relationships I take time to learn and use students' names (I must admit as I get older this has become a little

more challenging). I also ask each student in the first session of a course to share a little about him or herself. Knowing about each person helps plan and prepare for classes as I can take into account different needs and experiences - for example, an expressed lack of confidence with tertiary study from a mature student returning to study after a long break, or a student who brings educational experiences from another country.

*Eleanor was the perfect lecturer for a student attending university for the first time or returning to university after a long absence. Eleanor is a resource and a sharer of information and knowledge rather than a lecturer delivering information on a subject.*

EDPROFST 350, 2012

These introductions bring to the fore the common goal(s) of those in the class, and offer students the opportunity to build on shared experiences or areas of interest with other class members as the course proceeds. Strong positive relationships contribute to a learning community where students work together and support each other in pursuit of their goal(s). Strategies such as tuākana/teina and values such as mōhiotanga (sharing of information) are fundamental to the way I teach. Moreover, whanaungatanga (belonging) is promoted through the environment I create.

Students (educators) in my classes come from early childhood centres, Māori immersion and bi-lingual units/schools, primary and secondary schools, and tertiary institutions. Opportunities are provided in class to share experiences from these contexts and to use these experiences in assignments; for example: reporting to whanau about children's learning and progress (EDPROFST 222); making qualitative judgements about students' performance in NCEA school-based assessments (EDPROFST 753); and assessing dispositions in infants and toddlers (EDPROFST 752). Students' experiences are thus valued and integral components of the courses I teach.

*Students repeatedly comment on Eleanor's outstanding teaching; her innovative, interesting and engaging pedagogy and her ability to motivate even the most reluctant (often tired) learners. Her sound assessment knowledge ensures that she models what she preaches as she caters for the differentiated learning of all students.*

Former student and current colleague, School of Curriculum and Pedagogy

## **Student ownership of learning**

Social interaction and collaboration provide the impetus for learning and teaching. I fashion an environment and climate where students work in partnership with each other and with me, giving voice to and sharing ideas, asking questions, and taking risks as they carry out tasks and engage with teaching-learning activities. Students have a central role to play in their learning: they are expected to engage with, take ownership of and accept responsibility for their learning, i.e. to become metacognitive, self-regulating learners.

*I think it [the course] has heightened all my self-regulatory behaviours ... look[ing] at ... that side of things with a more informed mind, so I'm more conscious of ... giving myself feedback ... I am reflecting on myself as a student, on my strengths and weaknesses ...*

350, Teacher # 1 Research interview, 2014.

Students have identified specific strategies that have enhanced their learning and empowered them as learners, for example, the inclusion of opportunities during class time for interaction, discussion of ideas and feedback:

*... [Eleanor] was very creative in encouraging every student to be active in discussion*

Student, 753, 2012

and the use of prompt or guide sheets to accompany critical readings:

*... subject matter was easier to access due to the way it was presented; [guide sheets] help with looking for BIG IDEAS in readings ... an absolutely amazing model.*

Student, 350, 2011

*[We had] guide sheets for readings so that we came to lectures [next session] with an idea about the content, and with written points to discuss.*

Student, 752, 2011

## Peer review and feedback

Quality feedback leads to learning gains (Hattie and Timperley, 2007). The teaching-learning environment I create is designed to facilitate opportunities for dialogue and formative feedback not only between students and myself, but also amongst students:

*You're actually having discussion with people about it [essay / content] so giving feedback you are reading theirs and thinking, yes or no this doesn't make sense, and you're talking about it and you're actually saying I am not sure that [you] said this clearly.*

350, Teacher # 3 Research interview, 2014

Peer feedback on works-in-progress and levels of understanding is an important teaching strategy that has benefits for both the reviewer and person whose work is under review. It activates students as learning resources for one another - students are often more comfortable discussing misunderstandings and difficulties with peers. Both parties gain a deeper understanding of the subject matter and the requirements of assessment tasks and it can have a positive impact on academic outcomes (Mulder, Baik, Naylor & Pearce, 2014). Further, peer review has the capacity to empower students to become independent, self-regulating learners. At specific times during each course (particularly when learning about peer and self-assessment) I include structured opportunities for peer review and feedback on works-in-progress.

Students meet in small groups, drawing on manifest (and latent) criteria as they make holistic and analytic judgments about each other's work and then apply similar processes to their own work (Sadler, 2010). No marks are associated with this activity – the focus is on providing formative qualitative feedback that furthers students' course-related understandings and achievement.

*... with our peers [we] sit down and have a look at those [exemplars] and pulled them apart ... [then you] bring in your own drafts and sit down with your peers and read it ... actually modelling the Afl process with us, as well as teaching us to unpack all our own work and get peer feedback and how we can improve it.*

350, Teacher #8, Research interview, 2013

Consistent with teaching about feedback I ensure my written comments on students' summative assignments reflect 'best practice'. Students tell me that they find this feedback helpful in terms of future learning:

*The feedback that Eleanor gave was far more informative than any feedback that I have been given on assignments. You can actually use that then – you know it's not some sort of waffly ... you know it's not just ticks and nothing else*

350, Teacher # 3 Research interview, 2014

*[Eleanor] ... was consistently explicit, clear and scaffolded our learning using a variety of methods that engaged and motivated me – powerpoints with notes ..., revisit[ing] topics repeatedly to ensure our understanding, a lot of group and peer tasks to develop our understanding, feedback was explicit, constructive and guided to improvement ... An absolute pleasure to be in this class.*

Student, 350, 2012

External moderation reports for the postgraduate courses EDPROFST 753 and 752 have consistently made reference to the nature and quality of the feedback I provide on students' work:

*The feedback provided on the front-piece attached to the assignment and throughout the assignment is a model of effective feedback. I note that the feedback links back not only [to] the assignment question but also to the ideas/issues that have been focused on in the course ... Advice on structure is also provided. I commend the marker for this approach.*

EDPROFST 753 report, # 1, 2012



## DESIGNING FOR ALIGNMENT – COURSES AND PROGRAMMES

I have over 20 years' experience in the design and development of courses and programmes for learning, both as a team member and in a leadership role. This culminated in 2012 with my appointment for a three-year term as Associate Dean (Academic Programmes) in the Faculty of Education.

The principle of 'constructive alignment' (Biggs & Tang, 2011) has guided my design and development of courses and programmes – creating a synergy between course outcomes, content and assessment.

### **Sharing the goal(s) of learning, expectations and what counts as successful achievement with students**

A key tenet of *AfL* is that students are aware of course goals and outcomes, my expectations of them as learners and what counts as successful achievement. When students know where they are going and what is expected, they have a point of reference when making judgments about progress. These factors are critical if students are to become independent, self-managing learners. All my course booklets contain a set of learning outcomes. As each course unfolds I draw attention to these outcomes and convey my expectations when interacting with class members, reinforcing these through the activities and tasks I provide.

*I think she was very clear from the outset what success looked like ... we kind of co-constructed what that might look like ... we realised what the end point was, we had many opportunities to check along the way ... how we were going, how we were measuring up ... there was a sense of accountability, individual accountability ... so there's an expectation.*

350, Teacher # 2 Research interview, 2014

Comments from students attest to their awareness and achievement of the broader graduate and educational outcomes I promote, such as developing students' critical and analytical skills, self-regulation of learning, and a commitment to on-going learning:

*[Eleanor has a] great balance between providing info/content and expecting us to take responsibility in the learning process*

EDPROFST 350, 2011

*[The course] helped me to think critically about the subject content and my own practice.*

EDPROFST 752, 2013

*... I actually don't want to just get the grade, I actually want to understand it [course content] ... it's the first time I've done a paper where I thought it's ... really important that I understand and also I actually want to understand.*

350, Teacher # 4 Research interview, 2014

**Table 3 - Percentage of students who Strongly Agree and Agree with course evaluation statements for EDPROFST 350, 2010-2013.**

| <b>Course evaluation statement</b>                | <b>Year:<br/>No students:</b> | <b>2010<br/>[30]</b> | <b>2011<br/>[30]</b> | <b>2012<br/>[31]</b> | <b>2013<br/>[25]</b> |
|---|-------------------------------|----------------------|----------------------|----------------------|----------------------|
| Course content was structured clearly & logically | 100                           | 100                  | 100                  | 100                  | 100                  |
| I had a clear idea of what was expected of me     | 100                           | 100                  | 96.8                 | 100                  |                      |
| Assessments supported the aims of the course      | 100                           | 100                  | 100                  | 100                  |                      |
| Course deepened my understanding of the subject   | 100                           | 100                  | 100                  | 100                  |                      |

Students are also asked in summative course evaluations to comment on the relationship between my teaching and their mastery or achievement of course learning outcomes. In EDPROFST 752 (2011 & 2013), all students strongly agreed / agreed with the statement '*the teaching in this course contributed to my mastery of the subject*'. In EDPROFST 350 (2011, 2012 & 2014) all students strongly agreed / agreed with the statement '*the way the lecturer presented material assisted my understanding of the subject*'. These results tie student responsiveness to my teaching with substantive learning enhancement.

## Designing purposeful teaching-learning activities and assessment tasks

Course teaching-learning activities are not ends in themselves nor are they busy work to fill in class time - they are purposeful pursuits that lead to meaningful student engagement with course-related ideas.

Over time I have refined a repertoire of collaborative and co-operative activities that motivate and engage students: jig-saw, think-pair-share, numbered heads together, pair checks, inside-outside circles, de Bono's six hats of critical thinking, group creation of graphic organisers and student-devised quizzes. When presenting these activities I

briefly outline why they are being used as this results in higher levels of student participation and ownership.

For example, I let students in EDPROFST 752 know that in using an adaptation of de Bono's thinking hats in class (each hat designating a specific role) I will be asking them to work in groups where they can build upon and extend their ideas, sharing their responses. Students are asked to come to class having read a research paper on peer assessment in New Zealand classrooms. During class they form groups, based on their 'hats' to develop a response to the paper. Each group focuses on a different perspective, e.g: the *benefits* of peer assessment for teachers and learners; the *challenges* and *obstacles* for teachers; *feelings* about peer assessment etc. Ideas from these differing perspectives are then synthesised at a class level into bigger ideas about the paper. Students have commented in class that they find this a powerful and positive learning experience.

Course design and development includes creation of robust assessment tasks that are closely aligned to course learning outcomes and class activities. In addition, grade related criteria are developed for the evaluation of each task. During class sessions I ensure the substantive content to be addressed in assessment tasks is 'unpacked' in teaching / learning activities, e.g: through the use of exemplars and discussion, and the interpretation of assessment criteria, so students are aware of what counts as successful achievement.

*Eleanor gave us ... exemplars and just talking about [the content] actually allows you to understand it and unpack it.*

350, Teacher # 2 Research interview, 2014

I have introduced this practice to each of the courses I teach and worked with colleagues in other courses within the department to promote the use of exemplars to support students in their learning.

### **Case study**

Exemplars are “key examples of student work or performance chosen so as to be typical of designated levels of quality or competence” (Sadler, 1987, p.200). They show students what is expected and what can be achieved. Over time, with student permission, I have built up a collection of marked and annotated work, across the spectrum of achievement, for a range of tasks, e.g: position paper, literature review, short essay, practice-based vignettes, critique. During a course I carefully select exemplars from this collection to match teaching and learning points. I ensure that these are used in a respectful manner and with due thanks to those who have agreed to make their work available.

*... being given exemplars to look at [helped] to clarify and support my understanding of the topic.*

Student, 350, 2010

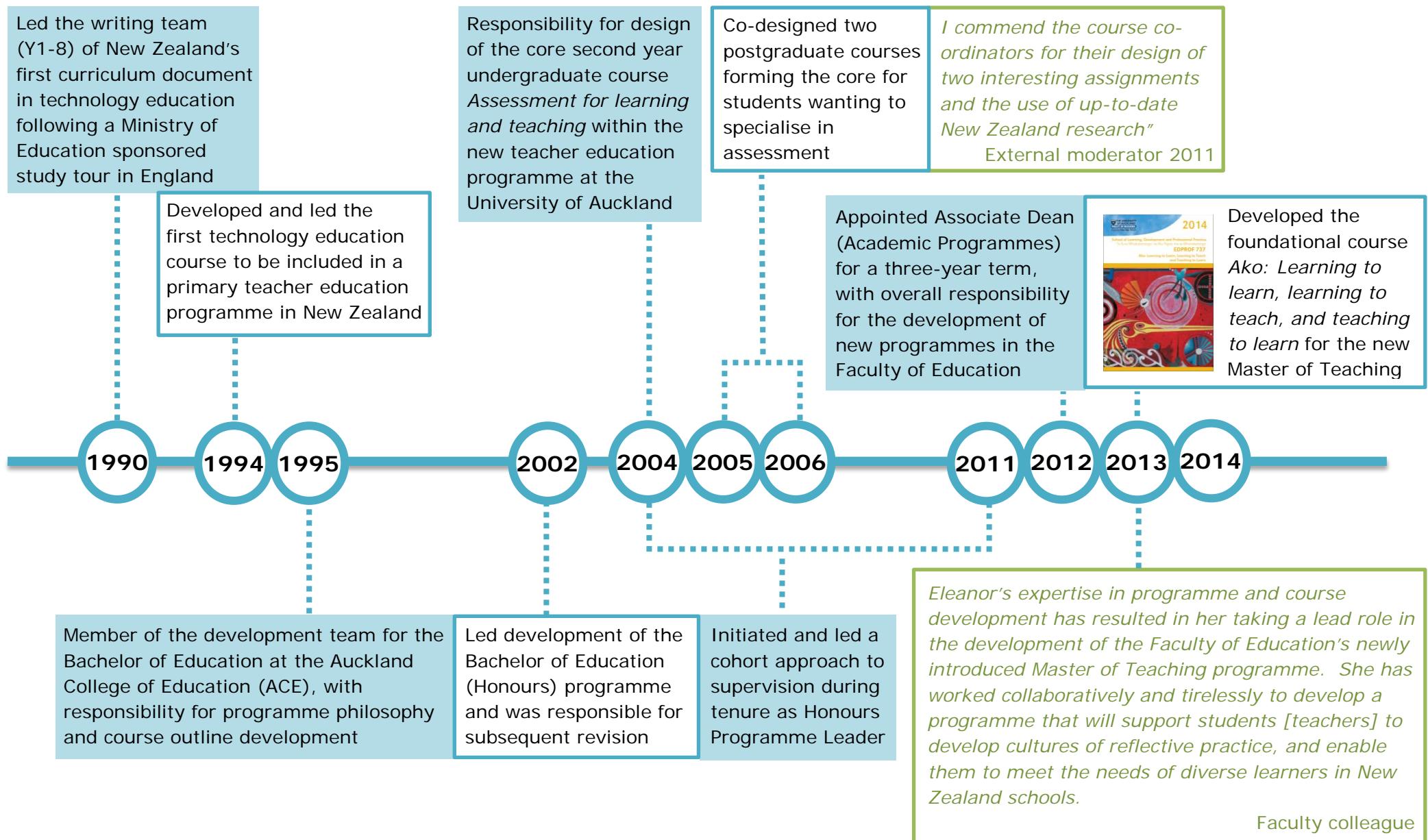
*... [helps my learning to have] exemplars available to reflect on and compare to my own learning.*

Student, 350, 2013

*...the exemplars helped me to identify inaccuracies in my own thinking, and guided me towards a particular reading that could give me more clarity and help me to make changes to my draft. Also through careful reading of the annotations across the range of exemplars I was able to make judgements around the ones that represented ‘excellent’ quality work.*

Associate Principal, Papatoetoe South School

## Programme and course development: timeline



## Reflection and review

Formal end-of-course reviews provide an opportunity to reflect on information from course evaluations and informal comments. As a consequence I update content, readings, assignments and structural matters in preparation for the next year, and refine teaching-learning activities and tasks.

In recent years this review process has highlighted a need to integrate educational technologies into class sessions. As a result, I have discussed with students how this might best be accomplished. Informal discussions with my 350 class in 2013 indicated they would like video material integrated into PowerPoint presentations and also included for independent viewing. During 2014 I used short video clips to illustrate and critique aspects of teaching practice.

As a majority of the students in my courses are educators, they take time during and after class to comment on the effectiveness of course activities, the applicability of these to their own practice and to remark on specific strategies, for example, the ways in which group membership is changed for different activities, and the mix between individual, paired, group and whole class activities. I welcome such feedback and have utilised it to make adjustments to upcoming class sessions – for instance, after using ‘A’ range exemplars in class to illustrate specific points, students have asked to see exemplars from the ‘B’ and ‘C’ ranges of achievement, and exemplars that have annotations from the marker so they can get a sense of what is important. I have integrated use of these into subsequent sessions.



## SUPERVISION OF POSTGRADUATE STUDENTS

Although supervision of postgraduate students is a distinctive process, it is also a natural extension of my teaching practice with its emphasis on feedback and the building of strong pedagogical, goal-centred relationships. Each supervision calls for close engagement with students and colleagues as together we construct the context for teaching and learning. Developing professional and focused relationships, and an ability to communicate clearly and honestly are therefore critical to a successful supervision. One of the pleasures of supervision is the collegiality and intellectual stimulation that comes from working as part of a team.

From 2004-2011 I was Programme Leader for the Honours degree and, during my tenure, initiated and led a cohort approach to supervision. For students, this approach facilitated development of a learning community that provided on-going support as they carried out their research projects. At a practical level, the cohort approach involved identification of 'core' research topics, assembling a teaching and supervision team and with them, developing a coherent programme.

For colleagues who had content knowledge and experience in the proposed areas of study but were new to supervision, the cohort approach provided mentoring within a collaborative and safe environment. The success of the programme was apparent in 2010 where the cohort had 19 student enrolments, with all successfully completing their dissertations. Further, it remains the primary pathway for research students in the Honours programme and is now led by a colleague who was part of the initial group mentored into the programme.

The majority of my supervisions have been in areas of teaching, learning and assessment and school curriculum.

In 2008 I co-supervised Helen Dixon's doctorate (focused on teachers' conceptions and use of feedback to enhance learning), which was awarded the prestigious New Zealand Association for Research in Education's Sutton-Smith Doctoral prize for excellence in a doctoral thesis in education (2008):

*As a doctoral student who focused on the topic of feedback for learning ... Eleanor's feedback exemplified everything written about 'good' feedback practice. The rich dialogue we engaged in challenged and extended my thinking and sharpened my research skills ... [receiving the Sutton-Smith award] was due in no small part to Eleanor's robust content knowledge and exemplary supervision skills.*

Letter from Dr Helen Dixon, Faculty of Education.

*when I was selecting supervisors for my honours portfolio I could not think of one person who would support me as well as Eleanor ... I knew that she would always be available to provide structured academic support ... Because of Eleanor's support I graduated with first class honours and have now started my doctorate, a qualification that I did not always believe I could aspire to.*

Former student and current colleague, School of Curriculum and Pedagogy

A key component of my role as a teacher is to encourage students to value excellence and gain recognition for their efforts. The following examples highlight this aspect of my role:

- Encouraging Graham McPhail to re-work an assignment from EDPROFST 753 for publication in the *Waikato Journal of Education* in 2008.
- Co-supervision of Monique Hamlin's Bachelor of Education (Teaching) (Honours) dissertation where she investigated Year 8 students' liking for and perceptions of social studies. Monique was awarded a prize from the Faculty of Education in recognition of her achievement as the top Honours student in that year.

A number of students in my undergraduate courses have continued their studies in assessment through to the postgraduate courses that I teach and have undertaken/are undertaking Master's research in assessment under my supervision.



## EVIDENCE OF SUSTAINED EXCELLENCE IN TEACHING

Since 2008 I have received letters of commendation from the Head of School regarding the consistently high quality of my teaching performance.

**Table 4 - Student evaluation data 2009-2014 for courses taught (as course coordinator or course director)**

| Year | Course  | No. in class | Overall the lecturer was an effective teacher<br>(Strongly agree and agree) | Overall I was satisfied with the quality of this course<br>(Strongly agree and agree) |
|------|---|--------------|---|---|
| 2014 | EDPROFST 350 Assessment for learning            | 16           | 100%  | 100%  |
| 2013 | EDPROFST 350 Assessment for learning            | 30           | 100%  | 100%  |
|      | EDPROFST 752 Assessment for teaching & learning | 13           | 92.3%   | 100%  |
| 2012 | EDPROFST 350                                    | 39           | 100%  | 100%  |
|      | EDPROFST 753 Issues in assessment               | 12           | 100%  | 100%  |
| 2011 | EDPROFST 350                                    | 35           | 100%  | 100%  |
|      | EDPROFST 222 Reporting student achievement      | 30           | 96%   | 100%  |
|      | EDPROFST 752                                    | 16           | 100%  | 100%  |
| 2010 | EDPROFST 350                                    | 38           | 100%  | No evaluation   |
|      | EDPROFST 753                                    | 18           | 100%  | 100%  |
| 2009 | EDPROFST 350                                    | 35           | 100%  | 100%  |
|      | EDPROFST 752                                    | 22           | 100%  | 95%   |
|      | EDPROFST 222 Reporting student achievement      | 32           | 98.8%   | No evaluation   |
|      | EDUC 230 Assessment for learning & teaching     | 200+         | No evaluation   | 81.8%   |

## PROFESSIONAL DEVELOPMENT AND LEADERSHIP

I share with colleagues in my Department and Faculty teaching methods and approaches that underpin my approach to teaching, such as the use of exemplars, provision of formative feedback and the use of targeted prompts to accompany critical readings. Recently, as part of the Master of Teaching (Primary) development process, I explained and illustrated how an experiential approach to teaching and learning can be used.

In September 2014 I was asked to present the opening address at the Faculty of Science's Teaching and Learning showcase – this address was entitled *The enhancement and validation of learning: use of criteria and standards statements, exemplars, peer review and feedback in Higher Education*. The convenor of the programme wrote the following in an email:

*Eleanor, I can't thank you enough for the excellent session yesterday. It hit the spot completely and the audience had lots of compliments about both the amount they learned, the way it put assessment in context for them and the comprehensive reference list which they really valued. It set the scene for the rest of the day and has been really beneficial.*

In February 2015 I presented the opening address at the Faculty of Education's Teaching and Learning Showcase – *Assessment for Learning in Higher Education: Issues and Challenges*.

I have had several roles within the faculty where I have demonstrated leadership in my areas of expertise, and supported the professional learning of colleagues.

- As Programme Leader for the Bachelor of Teaching (Honours) programme I initiated a programme of ‘shadowing’ where colleagues joined the teaching team to develop their supervisory skills and experiences, and to build capacity to lead cohort-based supervisions. I have also taken on a mentoring role for colleagues new to supervision with a view to developing and extending their supervisory skills.
- As Chair of the Faculty’s Teaching and Learning Quality Committee’s working group I work with course co-ordinators across all departments and programmes to ensure consistency in and quality of course design.
- For several years I have been the sole reviewer of all Faculty examination papers. In this role I provide feedback to writers and course directors about assessment design - for example, the linking of questions and tasks to course teaching and learning, and the creation of high quality examination questions.

## Contribution to the sector

Students comment about how they have benefited professionally, and have indicated they would recommend courses I teach, to colleagues.

*I have had parts of my teaching practice confirmed ... I have had the confidence to try new things. I have reached new understandings of my students. I am more confident to challenge team members and can quote research to prove a point. One of my colleagues ... is really keen to watch me teach and learn how to implement AfL*

Student, 752, 2013

*A friend recommended I do this course with Eleanor because she was an excellent lecturer. I have not been disappointed. She has been 'supreme' and I will recommend her to others*

Student, 350, 2011

In 2014, two senior teachers from Papatoetoe South School were in my EDPROFST 350 class. As a consequence, this course has been selected as the focus of the school's professional learning programme for 2015. 34 staff members are enrolled in the course for semester one 2015 and I am teaching it on site at the school on Tuesday afternoons.

*As a school we have decided that the next step in lifting student achievement for Pasifika and Māori students we need to raise the level of student metacognition. We believe that AFL will provide the framework to achieve this. As a result of being a student in Eleanor's Assessment for Learning classroom, I have reflected closely on the things that contribute to me becoming a self-regulated learner. Eleanor's strong and effective interpersonal skills allowed her to successfully establish a learning community where all participants had a part to play, and a collective responsibility to seek the desired outcomes. As a result of this experience as a school we've invited Eleanor to deliver this paper to our whole teaching staff.*

Associate Principal, Papatoetoe South School

## Contribution to the scholarship of teaching and learning

I build on and refine my knowledge about teaching through attendance at conferences, networking with academics and the sharing and discussing of ideas with teaching colleagues and students.

For example, in 2011 I attended the 34th Annual International HERDSA (Higher Education Research and Development Society of Australasia) Conference: *Higher Education on the Edge* in Australia. In 2010 I was on the organising committee for and attended the Annual Conference of the New Zealand Association for Research in Education, *Charting our future*, held in Auckland.

At the Faculty level and beyond, I have organised and hosted visiting academics who have addressed aspects of teaching, learning and assessment in higher education – for example the 2010 visit of Professor Harry Torrance, Director of the Education and Social Research Institute from Manchester Metropolitan University. Professor Torrance's seminar and workshop at the Faculty was attended by academics from within the Faculty, across the University and from other higher education institutions in Auckland.

My doctoral study resulted in a number of papers and presentations in the areas of assessment, teaching and learning in higher education. In addition I have engaged in research and completed publications in the areas of teaching, assessment and learning in the schooling sector.

Contributions to the scholarship of teaching and learning in higher education include:

- Hawe, E. (2003). 'It's pretty difficult to fail': the reluctance of lecturers to award a failing grade. *Assessment and Evaluation in Higher Education*, 28(4), 371-382.
- Hawe, E.M. (2007). Student teachers' discourse on assessment: form and substance. *Teaching in Higher Education*, 12 (3), 323-335.

Contributions to the scholarship of teaching and learning in the school sector include:

- Hawe, E. M., & Browne, I. R. (2010). National monitoring in social studies: the reliability of assessment interviews. *The Curriculum Journal*, 21 (3), 281-297.
- Hawe, E. M., & Parr, J. M. (2014). Assessment for learning in the writing classroom: an incomplete realization. *The Curriculum Journal* 25 (2), 210-237.
- Hawe, E.M., & Dixon, H.D. (2014). Building students' evaluative and productive expertise in the writing classroom. *Assessing Writing*, 19, 66-79.

## FINAL REFLECTIONS

So what, and where to next?

Learning and teaching are never-ending. My goal for 2015 and beyond is to work alongside my students so I can continue to develop learning partnerships and improve my teaching through reflection, research and responsive practice. This will include the further integration of new, pedagogically-appropriate teaching technologies into my practice, as opportunities such as 'Bring Your Own Device' and a range of apps such as GoSoapBox offer exciting possibilities for teachers and students.

A very important goal to me is developing a dialogue with others interested in teaching excellence and the scholarship of teaching, nationally and internationally. Through engaging with excellent teachers I hope to find strategies and approaches that I will be able to build on, and utilise in my own teaching. Teaching can be demanding and challenging, but the rewards for those involved are far-reaching.

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