

AdvanceHE



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 mātauranga (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
WHANAUNG
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 [Professional Standards Framework for teaching and supporting learning in higher education](#) (PSF 2023) 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 some experience of teaching and/or supporting learning
- Fellow (FHEA): those with breadth and depth of teaching and/or supporting learning
- 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 (PSF 2023).



WHAT IS THE PSF?

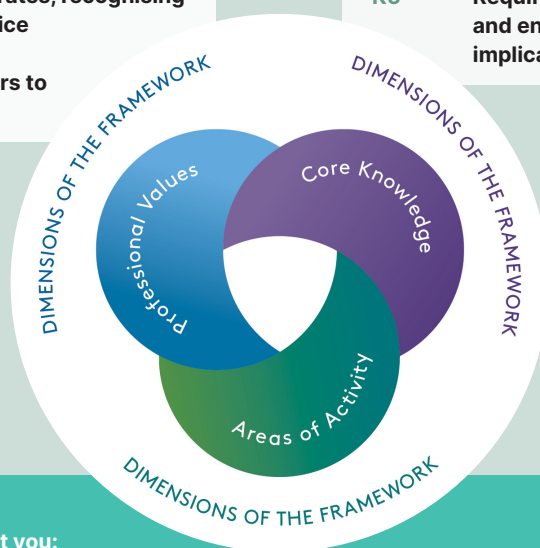
The [Professional Standards Framework for teaching and supporting learning in higher education](#) (PSF 2023) sets out the knowledge, skills and behaviours demonstrated by those teaching and/or supporting learning in higher education. Originating in the UK in 2003, the PSF is now recognised globally. 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 sets of dimensions 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. Whichever Descriptor applied for, applicants should demonstrate **use** of Professional Values, **application** of Core Knowledge and **effective and inclusive practice** in Areas of Activity.

PROFESSIONAL VALUES	
In your context, show how you:	
V1	Respect individual learners and diverse groups of learners
V2	Promote engagement in learning and equity of opportunity for all to reach their potential
V3	Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
V4	Respond to the wider context in which higher education operates, recognising implications for practice
V5	Collaborate with others to enhance practice

CORE KNOWLEDGE	
In your context, apply knowledge of:	
K1	How learners learn, generally and within specific subjects
K2	Approaches to teaching and/or supporting learning, appropriate for subjects and level of study
K3	Critical evaluation as a basis for effective practice
K4	Appropriate use of digital and/or other technologies, and resources for learning
K5	Requirements for quality assurance and enhancement, and their implications for practice



AREAS OF ACTIVITY	
In your context, demonstrate that you:	
A1	Design and plan learning activities and/or programmes
A2	Teach and/or support learning through appropriate approaches and environments
A3	Assess and give feedback for learning
A4	Support and guide learners
A5	Enhance practice through own continuing professional development

Figure 1: Dimensions of the Framework (PSF, 2023)

DESCRIPTOR 1

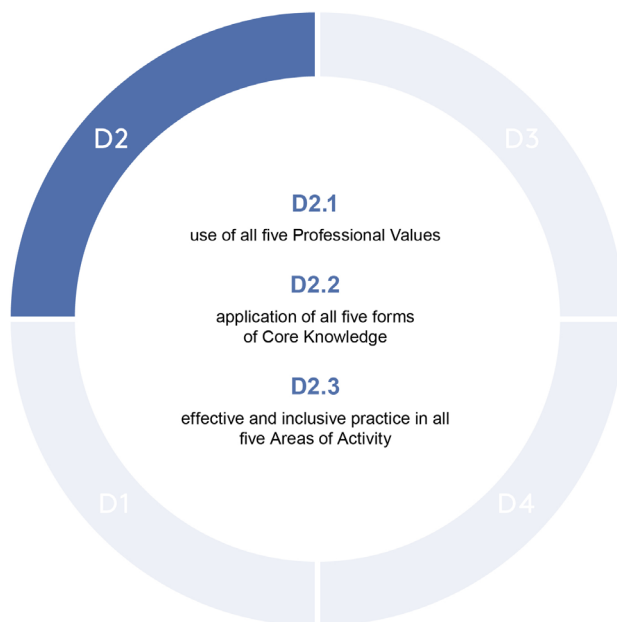
D1 is suitable for individuals whose practice enables them to evidence some Dimensions. Effectiveness of practice in teaching and/or support of learning is demonstrated through evidence of:



Descriptor 1 aligns with Advance HE recognition as Associate Fellow.

DESCRIPTOR 2

D2 is suitable for individuals whose practice with learners has breadth and depth, enabling them to evidence all Dimensions. Effectiveness of practice in teaching and/or support of high-quality learning is demonstrated through evidence of:



Descriptor 2 aligns with Advance HE recognition as Fellow.

DESCRIPTOR 3

D3 is suitable for individuals whose comprehensive understanding and effective practice provides a basis from which they lead or influence those who teach and/or support high-quality learning. Individuals are able to evidence:



Descriptor 3 aligns with Advance HE recognition as Senior Fellow.

DESCRIPTOR 4

D4 is suitable for highly experienced individuals whose practice involves a sustained record of effectiveness in strategic leadership of high-quality learning. Their impact is extensive. Individuals are able to evidence:



Descriptor 4 aligns with Advance HE recognition as Principal Fellow.



WHY HAS OUR UNIVERSITY ADOPTED THE PSF?

Te Herenga Waka—Victoria University of Wellington's shared purpose, as expressed in the University's Strategy 2024–2025, is “Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the University for a better world”. 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 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 categories¹ of HEA fellowship: Associate Fellow, Fellow, or Senior Fellow. These categories are outlined in more detail in Table 1 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 observation and mentoring that help with the written submission for all three fellowship categories (see the section: [What support will I receive?](#)).



¹ 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 (and students who teach) 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 and/or student 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 participants 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.

Participants must be either a student and/or employed by the University when they complete an expression of interest for the programme and when they submit their fellowship application. If this is not the case you will need to make a direct application to Advance HE at your cost.



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) whose comprehensive understanding and effective practice provides a basis from which you lead or influence those who teach and/or support high-quality 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"> ■ Staff new to teaching ■ Experienced tutors or demonstrators with at least two trimesters of teaching already completed ■ Postdocs and PhD students with some teaching responsibilities ■ Research-focused academics with some teaching experience/ responsibilities ■ Professional staff who support teaching, eg, learning designers, learning advisers, library staff, technicians. 	<ul style="list-style-type: none"> ■ Academic staff with substantive teaching responsibilities ■ Course coordinators and programme directors ■ Professional staff who support courses and/or teaching design or have substantive teaching/ supporting learning responsibilities that may not be course-based ■ 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). 	<ul style="list-style-type: none"> ■ Experienced academic staff with significant responsibility for organising, leading, and/ or managing specific aspects of teaching ■ Experienced staff with teaching and learning leadership or management responsibilities at a faculty or institutional level ■ Experienced professional staff who have leadership roles or responsibilities in relation to the support of teaching & learning.

Table 1: 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. 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 is 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 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 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 observation and online resources. All applicants must attend the first workshop and complete a peer observation 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 dimensions 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 Observation 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 observation process/es will best suit your needs
- Put in place plans for engaging in a meaningful and enjoyable peer observation 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 2023 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 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 occurs through the twice-weekly Writing and Feedback Hours and at Writing Days, held at least twice per trimester (see below).

WRITING DAYS

At least twice a trimester, Te Arawai Ako programme leaders 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 are 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 are posted in Nuku.

PEER OBSERVATION PROCESS

All participants are required to undergo a peer observation process before making their written submission. You may choose from one of two facilitated processes or negotiate your own peer observation 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 Observation Partnership (POP)—evaluative focus.

Information about the peer observation 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 observation report with your application, but undertaking the peer observation 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 2023.

You will need to:

- provide written 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 2023.

We encourage you to use [Appendix One: Mapping Te Herenga Waka Values to the PSF](#), as you write, as well as the Guide to the PSF 2023 Dimensions, the Applicant Guidance (versions for each category will be available in Nuku), and the relevant Descriptor guide to gather ideas for what to include in order to address each dimension of the PSF.

- [Guide to the PSF 2023 Dimensions - Associate Fellowship](#)
- [Guide to the PSF 2023 Dimensions – Fellowship](#)
- [Guide to the PSF 2023 Dimensions - Senior Fellowship](#)

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 2,000 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 (700 words x 2, 1400 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 narrative 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 narrative (approximately 2,000 words)
6. Two case studies (approximately 4,000 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 Nuku for the relevant category of fellowship. You will also need to provide each referee with the corresponding supporting statement guide. 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 verify and endorse your application. One or both of the supporting statements may be written by people who have observed your teaching during Te Arawai Ako, either in a Teaching and Learning Circle (TLC) or Peer Observation Partnership (POP), 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 need to have current or recent experience of working in Higher Education to be familiar with the PSF 2023; for example, as a holder of one of the four categories of HEA Fellowship, although this is not essential. At least one MUST currently work at Te Herenga Waka—Victoria University of Wellington.

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 two 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 2: 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. Figure 3 outlines the assessment process in detail.

ASSESSMENT PROCESS

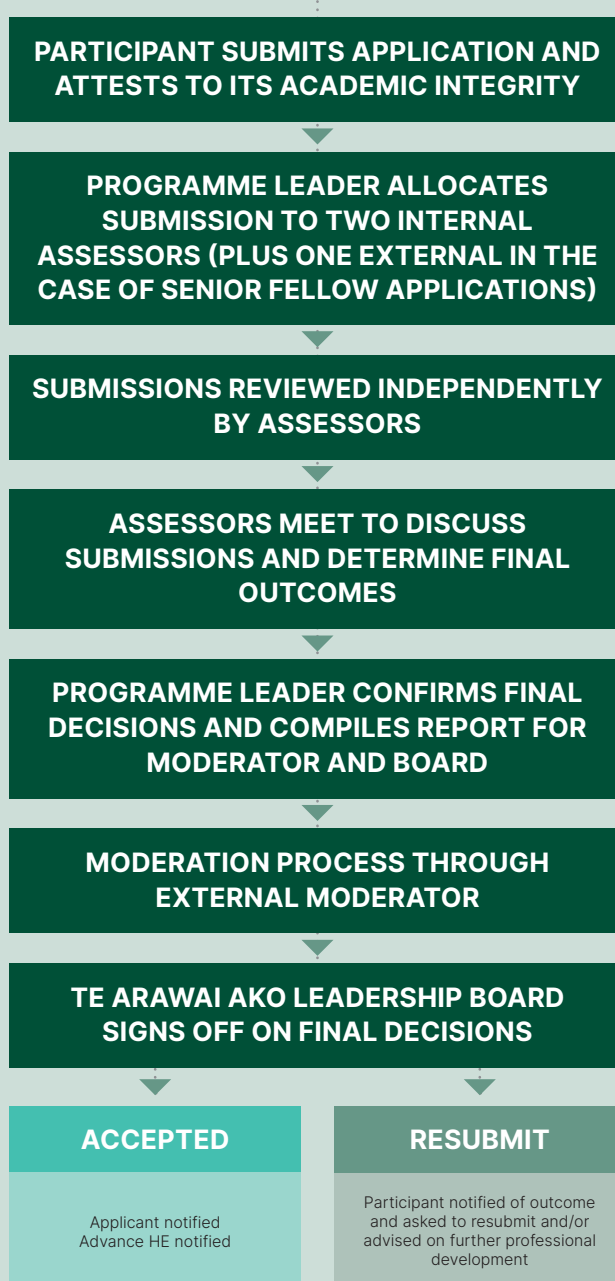


Figure 3: Assessment process

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 be able 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. Te Arawai Ako team leaders will be able to advise you. You are welcome to submit 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 PSF". 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

In preparing an application, you will be required to articulate the ways in which your teaching and/or support of learning reflects the values of Te Herenga Waka. Our values underpin all teaching at the University, and so, in your written submission, applicants will need to identify and demonstrate the ways that your practice aligns with those values. The material below explains the values, provides examples of how our values might be found in teaching and learning activities, and links those values and examples to the dimensions of Te Arawai Ako. Applicants should consider how you foster and support the values in your students as well as how you demonstrate them yourselves.

Akoranga

The word 'akoranga' relates to both the process and place of learning and teaching. As a value, it recognises the reciprocal relationship between students and teachers and guides them towards co-design and working in partnership. It also encourages learning environments that are built around student and teacher need.

Te Korou: Learning and Teaching Plan 2022–2025

Akoranga will, obviously, be relevant to almost all dimensions of Te Arawai Ako – that's why 'ako' is in the programme title! 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. You might write about how you have co-designed some assessment or learning activities in partnership with students (A3); or about a time when you learned something from your students and if/how that subsequently changed your teaching practice (V5, K3); or you might consider ways in which you have incorporated student views into teaching approaches (V5); or created opportunities for peer mentoring and learning by doing (having more experienced students teach younger students, for example, in the process thereby learning more themselves) (V2, K2).

Whanaungatanga

The concept of whanaungatanga draws on the idea of an extended family and emphasises the sense of belonging and relationships that are formed through shared experiences. As a learning and teaching related value, it reminds us to provide opportunities to connect, both in-person and virtually, within the culture and place of our institution, and in ways that are meaningful to the diversity of our student, staff and stakeholder communities and the various learning pathways that we offer.

Te Korou: Learning and Teaching Plan 2022–2025

Whanaungatanga will be found in the design and implementation of effecting learning activities that encourage connectedness, teamwork and collaboration (A1, A2, A4) among students and between yourself and students. Staff also often collaborate with each other, so initiatives where staff support each other and foster a sense of collective identity as teachers (A5, V5), 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, for example, where you have connected students with outside professionals via work integrated learning or community collaboration experiences (V4).

Whai mātauranga

The word 'whai' means to pursue, search, or aim at, and 'mātauranga' means knowledge, wisdom and understanding. Together, 'whai mātauranga' expresses a commitment to exploring ideas that creates new knowledge and better understands old. As a value, it links to building our capability to engage in modern learning and teaching practice. It also ensures our learners, teachers and support staff receive relevant, ongoing development opportunities and are recognised appropriately for learning and applying new skills in practice.

Te Korou: Learning and Teaching Plan 2022–2025

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 (A5) in order to improve teaching practice or the learning experience (V3, K3), or to understand and accommodate how students learn (K1) and the context within which higher education operates (V4). Designing particularly engaging teaching and learning activities that have proven to inspire passion and curiosity in students and supporting them to put what they have learnt into action might be another example of this value driving an applicant's practice (A1, A4).

Kaitiakitanga

The word 'kaitiakitanga' is commonly translated as guardianship or stewardship. As a learning and teaching value, it also requires us to ensure equitable educational outcomes and honour Te Tiriti o Waitangi. Projects and initiatives supporting kaitiakitanga have student and staff protection, care and needs at the heart of their design and objectives. They ensure inclusive and highly relevant learning experiences for all students and underpin our commitment to Te Tiriti o Waitangi and cultural inclusivity.

Te Korou: Learning and Teaching Plan 2022–2025

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 dimensions 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 (A4). You might also consider ways in which you reflect the principles of Te Tiriti and biculturalism in your practice, as well as inclusive teaching practices (V1, V2).

Manaakitanga

To show 'manaakitanga' is to be hospitable and generous in a way that enhances mana or respect. As a learning and teaching value, it highlights our responsibility to be inclusive in our teaching practices and acknowledge the diversity of our students and staff. It also underpins our holistic support for learners as they move through their learning journeys, where their needs are understood and met through coherent, well-resourced service provision across the university.

Te Korou: Learning and Teaching Plan 2022–2025

Manaakitanga might be apparent, for example, in an applicant's deliberate processes to ensure generous, constructive and transformative feedback to your students (A3), or providing a learning environment that is safe and welcoming to learners from diverse learning communities (A4, V1, V2), and taking a holistic view of your students' lives, background and context (V4). Active participation in communities of practice related to teaching and learning, thereby generously supporting one's colleagues, would also demonstrate manaakitanga (V5, A5)

Rangatiratanga

The word 'rangatiratanga' connects to notions of sovereignty, autonomy, and leadership. As a value, it focuses on making informed decisions based on a deeper understanding of our learning and teaching experiences and outcomes, through an evidence-based approach underpinned by the scholarship of learning and teaching.

Te Korou: Learning and Teaching Plan 2022–2025

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 (V5), and applying the outcomes of those reflections to one's teaching (A5, K3). Applicants might also see rangatiratanga in their recognition and support of their learners' autonomy and right to self-determination (V2), 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, K2, K4), or promoting engagement in learning and equity of opportunity for all to reach their potential (V2).

Please note: from 2025, rangatiratanga is no longer a value listed in the University's Strategy, but remains in Te Korou: Learning and Teaching Plan 2022–2025 and is relevant for the Senior Fellow category of fellowship in particular.

APPENDIX TWO: ASSESSMENT CRITERIA

Assessment Criteria: Associate Fellow

CONTEXT (300 WORDS)	Yes (X)	No (X)
Is a clear 300-word teaching context statement provided?		
TEACHING PHILOSOPHY (300 WORDS)	Yes (X)	No (X)
Is a personalised and clearly articulated learning and teaching philosophy that aligns with the evidence and reflection presented?		
REFLECTION AND EVIDENCE (1,400 WORDS)	Met (X)	Not met (X)
Does the applicant reflect upon and provide evidence for the following?		
<p>D1.1 Use of appropriate Professional Values, including at least V1 and V3 and at least one value in the University's learning and teaching strategy</p> <p>V1: Respect individual learners and diverse groups of learners V2: Promote engagement in learning and equity of opportunity for all to reach their potential V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice V4: Respond to the wider context in which higher education operates, recognising implications for practice V5: Collaborate with others to enhance practice</p> <p>At least one University value: Manaakitanga, Kaitiakitanga, Whai Mātauranga, Whanaungatanga and/or Akoranga</p>		
<p>D1.2 Application of appropriate core knowledge, including at least K1, K2 and K3</p> <p>K1: How learners learn, generally and within specific subjects K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study K3: Critical evaluation as a basis for effective practice K4: Appropriate use of digital and/or other technologies, and resources for learning K5: Requirements for quality assurance and enhancement, and their implications for practice</p>		
<p>D1.3 Effective and inclusive practice in at least two of the five Areas of Activity</p> <p>A1: Design and plan learning activities and/or programmes A2: Teach and/or support learning through appropriate approaches and environments A3: Assess and give feedback for learning A4: Support and guide learners A5: Enhance practice through own continuing professional development</p>		
SUPPORTING STATEMENTS	Yes (X)	No (X)
Are two supporting statements included?		
Do the supporting statements verify and endorse the applicant's account?		
FINAL DECISION	Accept	Resubmit

Notes: Associate Fellow applications can include a reference list of up to 200 words.

Assessment Criteria: Fellow

CONTEXT (300 WORDS)	Yes (X)	No (X)
Is a clear 300-word teaching context statement provided?		
TEACHING PHILOSOPHY (300 WORDS)	Yes (X)	No (X)
Is a personalised and clearly articulated learning and teaching philosophy that aligns with the evidence and reflection presented?		
REFLECTION AND EVIDENCE (3,000 WORDS)	Met (X)	Not met (X)
Does the applicant reflect upon and provide evidence for the following?		
<p>D2.1 Use of all five Professional Values and at least two values in the University's learning and teaching strategy</p> <ul style="list-style-type: none"> V1: Respect individual learners and diverse groups of learners V2: Promote engagement in learning and equity of opportunity for all to reach their potential V3: Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice V4: Respond to the wider context in which higher education operates, recognising implications for practice V5: Collaborate with others to enhance practice <p>At least two University values: Manaakitanga, Kaitiakitanga Whai Mātauranga, Whanaungatanga and/or Akoranga</p>		
<p>D2.2 Application of all five forms of Core Knowledge</p> <ul style="list-style-type: none"> K1: How learners learn, generally and within specific subjects K2: Approaches to teaching and/or supporting learning, appropriate for subjects and level of study K3: Critical evaluation as a basis for effective practice K4: Appropriate use of digital and/or other technologies, and resources for learning K5: Requirements for quality assurance and enhancement, and their implications for practice 		
<p>D2.3 Effective and inclusive practice in all five Areas of Activity</p> <ul style="list-style-type: none"> A1: Design and plan learning activities and/or programmes A2: Teach and/or support learning through appropriate approaches and environments A3: Assess and give feedback for learning A4: Support and guide learners A5: Enhance practice through own continuing professional development 		
SUPPORTING STATEMENTS	Yes (X)	No (X)
Are two supporting statements included?		
Do the supporting statements verify and endorse the applicant's account?		
FINAL DECISION	Accept	Resubmit

Notes: Fellow applications can include a reference list of up to 500 words

Assessment Criteria: Senior Fellow

CONTEXT (300 WORDS)	Yes (X)	No (X)
Is a clear 300-word teaching context statement provided?		
TEACHING PHILOSOPHY (300 WORDS)	Yes (X)	No (X)
Is a personalised and clearly articulated account of learning and teaching philosophy that aligns with the evidence and reflection presented?		
REFLECTION AND EVIDENCE (6,000 WORDS)	Met (X)	Not met (X)
Does the applicant reflect upon and provide evidence for the following?		
D3.1 A sustained record of leading or influencing the practice of those who teach and/or support high quality learning		
D3.2 Practice that is effective, inclusive and integrates all Dimensions (V1-5 and at least three of the University values, K1-5 and A1-5)		
D3.3 Practice that extends significantly beyond direct teaching and/or direct support for learning		
SUPPORTING STATEMENTS	Yes (X)	No (X)
Are two supporting statements included?		
Do the supporting statements verify and endorse the applicant's account?		
FINAL DECISION	Accept	Resubmit

Notes:

1. Senior Fellow applications can include a reference list of up to 500 words.
2. The 6,000-word reflection and evidence sections of a Senior Fellow application are made up of a 2,000-word narrative and two case studies totalling 4,000 words.

CONTACT US

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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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TE ARAWAI AKO LAUNCH

Te Arawai Ako launched in 2022 following a successful 2021 pilot and accreditation by Advance HE. The first cohort of accredited fellows was celebrated 24 July 2022 at an event attended by fellows, Te Arawai Ako Board, Deans, Heads of Schools, Directors, and senior leaders.



Inaugural Board and Sponsor at Te Arawai Ako launch (Sponsor), Meegan Hall, Liz Pritchett (Programme Ad Smith]



February 2022: (L-R) Kathryn Sutherland, Marc Wilson, Wendy Larner (former Provost and Administrator), John Randal, Herewini Easton and Stephen Marshall. [Absent: Karen ...]



**CAPITAL THINKING.
GLOBALLY MINDED.**
MAI I TE IHO KI TE PAE