



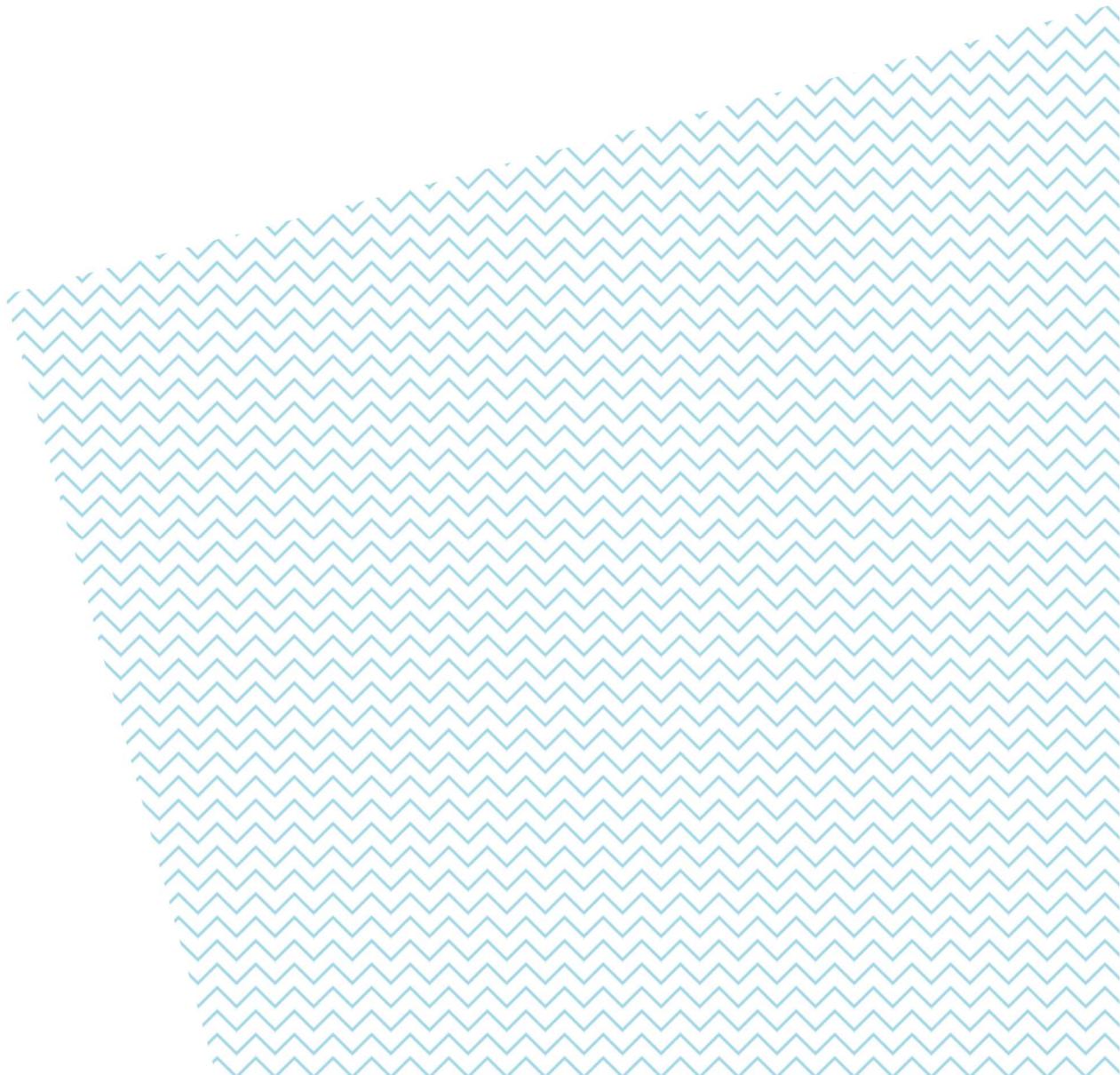
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**Williams Centre for Learning Advancement**  
Faculty of Business and Economics

# **Preparing a Statement of Teaching Practice**

A Guide For FBE Academic Staff

1 May 2020



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## 1. Introduction

You probably have not given much thought on documenting evidence of your teaching practice (i.e. a teaching portfolio) until when you need one such as when you are due for your confirmation or promotion. It is important to be proactive in record-keeping because there are specific milestones in your teaching career that happen over many years of teaching. Your *activities*, *achievements* and *evidence* of teaching effectiveness accumulate over time and it is important to summarise these succinctly in a teaching portfolio/statement of teaching practice. We will refer to this as a statement of teaching practice moving forward in this document. Academic staff are strongly advised to prepare one. Thus, a good practice would be to collect as many relevant pieces of information as you can to put into your dossier.

In this guide, you will find why it is important to collect evidence of your teaching practice, prepare a statement of your teaching philosophy and evidence a strong relationship between teaching effectiveness and student learning. These practices are not only useful to guide your teaching practice, but also to evidence your teaching effectiveness and impact across your career; from confirmation, through to each stage of promotion across your career.

## 2. What is a statement of teaching practice?

This is essentially a means for documenting your teaching experience and effectiveness. It is an argued sequence of claims, each supported by some evidence, which showcases your record and achievements as a teacher (James & Baldwin, 1997; Devlin, 2007).

There is no prescribed format for a teaching statement. Often, this has to do with each university or school or department requirement. In the FBE, there is also no set format. It is often customary to prepare it following a discussion with your Head of Department. However, resources are available from within the University that may assist, such as through the Melbourne Centre for the Study of Higher Education (MCSHE) (see: [https://melbourne-cshe.unimelb.edu.au/data/assets/pdf\\_file/0008/2974022/Guide-to-preparing-a-teaching-portfolio.pdf](https://melbourne-cshe.unimelb.edu.au/data/assets/pdf_file/0008/2974022/Guide-to-preparing-a-teaching-portfolio.pdf)) or you can contact the Williams Centre for Learning Advancement (WCLA) directly for advice. However, this guide should assist you in preparing one.

## 3. What is a teaching philosophy?

Your teaching philosophy is your statement of your role as a teacher and how your activities fit with that philosophy (Lewis, n.d.). This is your personal statement that reflects your unique qualities, attitudes and capabilities. Your philosophy can encompass a number of different things about your beliefs, views, approaches and values. The challenge is to provide a succinct summary of your philosophy that is easy to convey to the reader, which would help to identify what you value the most in your role. Typically, your teaching philosophy is 1-2 pages and can include the following:

- your beliefs about your role and responsibilities as a teacher;
- your approach to student learning;
- how you promote active student engagement and participation;
- how you inspire, challenge and motivate students;
- how you connect your research with what you teach and the field in practice;
- how you design and develop your subject resources and materials;
- how you provide feedback and respond to student feedback;
- the knowledge, skills and attitudes you value that students should develop;

- how you use technology to support teaching and learning;
- how you encourage collaboration and independent inquiry; or
- the kind of environment for learning that you create.

To assist you in preparing a succinct teaching philosophy, remember to focus on the following core areas (Iowa State University Centre for Excellence in Learning and Teaching, 2020):

- your objectives as a teacher;
- how will you achieve those objectives;
- how will you measure your teaching effectiveness; and
- why do you teach and why does it matter to you.

## 4. What records should I keep?

The MCSHE (2016) suggests a list of records that you should keep:

1. A list of classes taught.
2. Teaching methods used.
3. Evidence demonstrating the quality of work.
4. Your contribution to your department and/or faculty.

Thus, for FBE, the WCLA suggest that you keep the following:

### 4.1. Evidence of activities

You can keep a record of the following:

- The subjects you've taught, year levels, the size of those classes, your role and teaching responsibilities (e.g. subject coordinator, part of a teaching team, co-teaching all or some lectures) and the teaching format used (e.g. online, face-to-face, blended);
- Teaching innovations implemented;
- Subject guides developed;
- Design and delivery enhancements;
- Managing tutors;
- Professional development courses completed;
- Participation in the assurance of learning activities;
- Participation in teaching and learning-focussed groups or committees (eg. as a WCLA Learning Associate);
- Providing leadership or expertise in education-focussed state or national organisations;
- Peer mentoring of other teachers;
- Teaching grants and awards received;
- Development of teaching resources adopted by others;
- Other scholarly activities such as presenting at a teaching and learning conference, forum or symposium.

You may also include your engagement with industry or your linkages with invited speakers that have had an impact on subject design, delivery and student experience. Lastly, you can also evidence the support that you have provided to your colleagues leading to improvement of their teaching or on general matters that show significant gains in teaching and learning, such as a role on a teaching committee that led to tangible teaching improvement.

## 4.2. Evidence of achievement

Collect any evidence of awards received for teaching excellence, significant student achievements or awards that you have personally contributed to and can evidence, teaching innovation grants received and/or publications in teaching and learning journals.

## 4.3. Evidence of effectiveness

Collect relevant Subject Experience Survey (SES) results and summarise the comments (good and bad), peer review of teaching reports and referee reports (if available). You may also include any formative feedback that you collect from students during the semester, as long as this has been collected systematically.

Records you may need will depend on the criteria used to assess your application and the evidence required to support your claims. For example, when applying for confirmation or promotion, you need to be familiar with the requirements set by the University through various policy documents (see [Relevant Policies](#) section). Additionally, for a confirmation application, you should also refer to your probation requirements and show evidence that you met them.

# 5. Which criteria should I provide evidence for?

Your statement of practice should reflect the narrative that you wish to convey regarding your activities, achievements and evidence of effectiveness. To assist you with this, particularly when applying for confirmation, you can frame your teaching statement by providing evidence on the following:

### Philosophy on Teaching Practice

As explained previously

### Teaching Methods

You should describe the methods that you employ to achieve the student learning objectives. This includes the type of instruction that you employ (for example, case-based teaching, content-focused, learner-centred, active learning and so forth). You should describe how you use these, your learning objectives and provide evidence. Your evidence may refer to how you design and deliver your lectures/seminars/workshops/tutorials, while being cognisant of the alignment between objectives, learning activities, assessment and learning outcomes.

### Curriculum development for each subject taught during the confirmation period

This involves how you: (a) design each subject, (b) implement your design and (c) evaluate if your design works. You can describe this iterative process by outlining your approach to benchmarking your subject, how you meaningfully design the content and activities for your students, the learning outcomes that you seek to achieve and the evaluation strategies that you put in place to redesign your subjects. What is most important is how you use this process to engage in continual improvement.

### **Innovations in curriculum or teaching methods, including new pedagogy**

This includes the innovative approaches that you include in your subjects. There are various innovations in teaching and learning that can enhance teaching practice and improve student engagement. You may have a particular preference for using strategies such as using business cases, quick polls, flipping your class, simulations, formative and summative feedback, interactive and collaborative approaches, games, instructional technologies and so on. You should be able to describe these innovations across your teaching portfolio, how they achieve your desired outcomes and evidence how they are successful.

### **How students and peer feedback was incorporated in the curriculum**

It is important that you use feedback to improve your subjects. You should describe your actions based on Subject Experience Survey (SES) and peer review of teaching (PRT) reports that lead to curriculum improvements. Curriculum improvements can include revising your subject learning outcomes, changes in your teaching methods and assessments or content redesign. Reflecting on diverse modes of feedback demonstrates a reflective approach to teaching that can lead to continual subject improvement and renewal as well as your own professional development.

### **Assessment design**

Here you should be able to demonstrate how elements of assessment are aligned with subject and program objectives. Assessment design pertains to the modes of assessments that you introduce in your subjects to test knowledge, skills and attitudes (what students need to learn). It also includes when you assess and how you assess your students to achieve the learning objectives. Your evidence might include how you communicate your assessment requirements, the criteria and performance standards; how you consider assessment load; how authentic your assessment tasks are; and how your subject assessments contribute to meeting the overall program outcomes.

### **Evidence of learning assurance**

This refers to how an academic assesses whether the students have learnt what the subject objectives say they should have learnt. You could employ both direct and indirect measures of learning as evidence. Direct measures can include performance results in assessments (e.g., assignments, reports, exams), internships, and/or consulting or field experience reports. Indirect measures can include SES results, attendance and participation hours in activities. You could also include your experience in participating in the Association to Advance Collegiate Schools of Business (AACSB) Assurance of Learning (AoL) process. This process makes it possible for you to map your subjects against program-level outcomes, design rubrics to assess specific outcomes and reflect on the findings so that you are able to make reasonable adjustments to your teaching, learning and assessments if required.

## **6. University benchmarks**

When preparing your statement of teaching practice, you are also advised to reference the University's Academic Career Benchmarks and Indicators. You should read this document as part of the University policy on Academic Appointment, Performance and Promotion Policy ([MPF1299](#)).

“The Academic Career Benchmarks and Indicators are the University of Melbourne’s reference framework for the expectations, contributions and achievements of academic staff. These are used for classifying and describing academic positions, for establishing performance expectations and assessing performance, and

for making decisions in relation to appointment, confirmation and promotion. The benchmarks and indicators elaborate on the Minimum Standards for Academic Levels (MSALs) and reflect the specific expectations for the University of Melbourne.” (The University of Melbourne, 2020).

The benchmarks include those for (1) teaching and learning, (2) research and (3) leadership and service. The specific benchmarks for teaching and learning (Figure 1 below) will be most relevant to you as you prepare your statement of teaching practice. These are typically included in your application for confirmation or promotion. The key points in the benchmark focus on how you as a teacher inspire students to learn, contribute to the quality of the student experience and deliver research-based instruction.

The examples provided for various teaching and learning activities, engagement and impact mirror the activities, achievements and effectiveness attributes reviewed earlier. You can draw from the examples in Figure 1 to develop your narrative that best exemplifies who you are as a teacher, as evidenced by a variety of records to support your philosophy.

**Figure 1. Academic Career Benchmarks and Indicators: Teaching and Learning**

<b>Teaching and learning</b>	
<b>Benchmarks</b>	<b>Inspirational teaching and major contributions to the quality of the student experience, student learning and student outcomes that are underpinned by research, scholarship and engagement.</b>
<b>Activity</b> Indicators of the range and volume of academic activities, inputs and outputs.	<ul style="list-style-type: none"> <li>• Subject coordination and delivery</li> <li>• Curriculum design and innovation, including cross-disciplinary approaches</li> <li>• Development of technology-based teaching, learning and assessment programs and resources</li> <li>• Design and delivery of overseas subjects and other student mobility programs</li> <li>• Teaching and learning innovation grants (with emphasis on national competitive and peer-reviewed)</li> <li>• External educational development income, including for internationalisation of teaching initiatives</li> <li>• Publication of educational texts and resources</li> <li>• Scholarly publications on teaching, learning, curriculum and assessment (with emphasis on refereed, international and sole or lead author)</li> </ul>
<b>Engagement</b> Indicators of the nature and role of engagement with communities, industry and government embedded within teaching, research, leadership and service.	<ul style="list-style-type: none"> <li>• Alumni and external partner involvement in student mentoring programs</li> <li>• Curricular and extra-curricular opportunities designed to foster student entrepreneurship</li> <li>• Initiatives advancing equity and supporting student diversity (for example, Indigenous, low SES, rural students)</li> <li>• Engagement with government, business, professions and communities informing curriculum design and delivery (for example, through professional advisory boards)</li> <li>• Engagement grants and other engagement income (internal, external)</li> <li>• Object-based and work-integrated learning design (including internships, graduate placements, volunteering and international experience programs)</li> <li>• External teaching, learning and curriculum consultancies (international and national)</li> <li>• Expert educational advice to government and peak bodies (local, state, national, international)</li> </ul>
<b>Quality and impact</b> Indicators of academic excellence, originality and recognition.  Indicators of demonstrable impact and influence, within and beyond the academy, of teaching, research and leadership.	<ul style="list-style-type: none"> <li>• Student evaluation of teaching (sustained over time)</li> <li>• Peer review of teaching and curriculum effectiveness</li> <li>• Curriculum relevance (for example, professional-clinical, teaching-research nexus and practice, employability and work skills, graduate attributes)</li> <li>• Originality and sustainability of curriculum redesign</li> <li>• Educational outcomes (including evidence of graduate achievements and accomplishments)</li> <li>• Adoption by other universities of published educational texts and resources (with emphasis on publisher standing)</li> <li>• Invited keynotes on teaching, learning, curriculum and assessment (international, national)</li> <li>• Awards and prizes for teaching and learning (international, national, internal)</li> <li>• Influential leadership of major teaching programs and teaching teams and mentoring of less experienced teacher</li> <li>• Graduate employment placements</li> </ul>

The full Academic Career Benchmarks and Indicators can be accessed here:

[https://about.unimelb.edu.au/\\_data/assets/pdf\\_file/0012/50016/academic-career-benchmarks-indicators.pdf](https://about.unimelb.edu.au/_data/assets/pdf_file/0012/50016/academic-career-benchmarks-indicators.pdf)

You can also refer to the University’s Categories of Employment Procedure Schedule B (Figure 2), which outlines the relevant academic classification levels and examples of activities. If you are applying for promotion, it is helpful to know the eligibility to meet the requirements for a teaching and research role.

**Figure 2. Schedule B: Indicative Work Focus Category Requirements: Teaching**

	Level B	Level C	Level D	Level E
<b>Qualifications</b>	PhD or professional qualification	PhD or professional qualification	As for Level C	As for Level D
<b>Teaching</b>	<p>Examples of activities but not limited to:</p> <p><b>A developing profile in teaching and a scholarly approach to teaching as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• Participation in team teaching within an established program with appropriate mentoring</li> <li>• Experience in teaching in a variety of settings (small and large group, clinical lab, field, research supervision as appropriate)</li> </ul>	<p>Examples of activities but not limited to:</p> <p><b>Strong teaching practice as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• Teaching in a range of different settings (1<sup>st</sup> year to PG, large and small group, different learning environments)</li> <li>• Consistently strong teaching evaluations and other evidence of positive student feedback and peer review</li> <li>• Reflection, review and</li> </ul>	<p><b>As for Level C</b> including a combination of the following examples of activities but not limited to:</p> <p><b>A sustained record of excellence in teaching practice at all levels as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• Institutional impact in relation to teaching policy and practice</li> <li>• Evidence of text books or innovative teaching materials that are used elsewhere</li> </ul>	<p><b>As for Level D</b> including a combination of the following examples of activities but not limited to:</p> <p><b>A distinguished record of scholarly teaching at all levels as evidenced by:</b></p> <ul style="list-style-type: none"> <li>• Impact on student learning in and attitude towards the discipline over a sustained period</li> <li>• Demonstrable impact on success of graduates over a sustained period</li> <li>• Recognition through awards and prizes</li> </ul>

The full Categories of Employment Procedure Schedule B: Indicative Work Focus Category Requirements (Teaching And Research) can be found here:

[https://about.unimelb.edu.au/\\_data/assets/pdf\\_file/0022/55543/MPF1154-ScheduleB.pdf](https://about.unimelb.edu.au/_data/assets/pdf_file/0022/55543/MPF1154-ScheduleB.pdf)

## 7. Presenting your statement of teaching practice

Your activities and achievements build over time. It is essential that you manage all of the information you have collected. It is equally essential that you present all of the necessary information in an organised and logical manner. You should succinctly demonstrate and summarise how you meet the criteria on which your application will be assessed. However, there is no specific format as to presenting your statement of teaching practice. You should speak with your department or contact the WCLA for advice.

## 8. Exemplars of Teaching Practice Statements

Academics across each department, who have demonstrated exemplary examples of teaching practice statements in their confirmations have generously provided their extracts for future candidates. These exemplars provide candidates with an indication of the level of expectation sought by departments. They are available by request by emailing [fbe-wcla@unimelb.edu.au](mailto:fbe-wcla@unimelb.edu.au). Please indicate which department exemplars you are seeking.

## 9. Useful tips

1. Think about the purpose of why you are preparing a statement of your teaching practice. It might be sensible to initiate a discussion with your Head of Department to help frame your document.
2. Familiarise yourself with the criteria that you need to address in your application.
3. Be proactive and start to collect evidence of your teaching practice early in your role.
4. Organise your evidence. One way is to categorise documentation according to activities, achievements or evidence of teaching effectiveness.
5. Keep an electronic filing system that is easy to update and maintain across years.
6. Organise your SES results from the Academic Portal per subject taught, or other meaningful category, such as showing student achievement trends over time.
7. When using student evaluations collected over time, select items to showcase your achievements. A sensible strategy would be to write a balanced summary. It is important to also demonstrate how you have responded to student feedback and evaluations (James, n.d.) to continue to improve and renew your teaching methods.
8. Be reflective of your teaching practice. This helps with the development of your teaching philosophy.
9. Devise a compelling narrative.
10. Ensure that your statement of teaching practice is easy to read.
11. Communication is key. Ensure that you communicate your activities and achievements succinctly in the least number of pages possible.
12. Scan any copies of teaching award certificates and save them.
13. Focus on scope of evidence. Decide on which types of evidence would be most relevant.
14. Know when to transfer some evidence to an appendix.
15. Proofread your application.
16. Ask a trusted colleague, friend or family member to read over your document for clarity.
17. Ensure that you meet the page requirements.
18. Seek advice from your department and/or the WCLA.

## 10. Relevant policies

1. Academic Appointment, Performance and Promotion Policy ([MPF1299](#))
2. Probation and Confirmation Procedure ([MPF1148](#))
3. Categories of Employment Procedure ([MPF1154](#))
4. Staff Development, Education and Performance Policy ([MPF1227](#))
5. Courses, Subjects, Awards and Programs Policy ([MPF1327](#))

## 11. Key Take-aways

Your statement of teaching practice reflects your personal values and beliefs about teaching and the range of activities, achievements and evidence you have collected over time. As you prepare one, you should carefully consider the following:

- You have read all the relevant university policies, HR, department and submission requirements.
- Your own philosophy on teaching practice;
- How your teaching methods achieve the student learning objectives, outcomes and experience;
- The curriculum development you have made for each subject taught over time, including innovations in teaching, learning, assessment, modes of delivery and use of technology;

- The actions you have made to enhance the curriculum, based on student feedback and peer review;
- Evidence of your teaching quality and effectiveness;
- Present a statement that is well organised, easy to read and meets your department's expectations.

## 12. Useful links

1. A Sample Teaching Portfolio from Stefan Ruger (Open University UK):  
<http://people.kmi.open.ac.uk/stefan/rueger-teaching-portfolio.pdf>
2. Documenting Your Teaching: Assembling a Teaching Portfolio (University of Kentucky):  
<https://www.uky.edu/celt/instructional-resources/scholarly-teaching/teaching-portfolio>
3. Preparing a Teaching Portfolio (Karron Lewis, The University of Texas at Austin):  
<https://www.unco.edu/graduate-school/pdf/campus-resources/Teaching-Portfolio-Karron-Lewis.pdf>
4. Preparing and Presenting Your Teaching Portfolio (National Tertiary Education Industry Union):  
[https://issuu.com/nteu/docs/teaching\\_portfolio](https://issuu.com/nteu/docs/teaching_portfolio)
5. Teaching Portfolio (Washington University in St. Louis):  
<https://teachingcenter.wustl.edu/programs/graduate-students-postdocs/applying-for-academic-positions/creating-a-teaching-portfolio/>
6. Teaching Portfolios (Vanderbilt University): <https://cft.vanderbilt.edu/guides-sub-pages/teaching-portfolios/>
7. Writing a Teaching Philosophy Statement (Iowa State University):  
<https://www.celt.iastate.edu/teaching/document-your-teaching/writing-a-teaching-philosophy-statement/>

## 13. Other useful resources

There are a number of resources to assist you in framing your teaching philosophy and ideas for your teaching portfolio. These are:

- Good Teaching Practice Series – these quick and easy-to-read resources highlights some of the Faculty's innovations in teaching and learning. These would be helpful in identifying similar innovations you have done in the past and how they were effective.
- Guide on Developing and Managing Teams and Team Assignments – you can refer to this guide to help you identify some of your activities in managing student teams and their projects that are worthy of describing in your portfolio, particularly when significant improvements to student outcomes have been observed.
- Resources for Teaching and Learning – various links to readings, assessment design and open education resources.
- MCSHE Resources – a number of teaching resources including preparing your teaching portfolio.

## 14. WCLA support

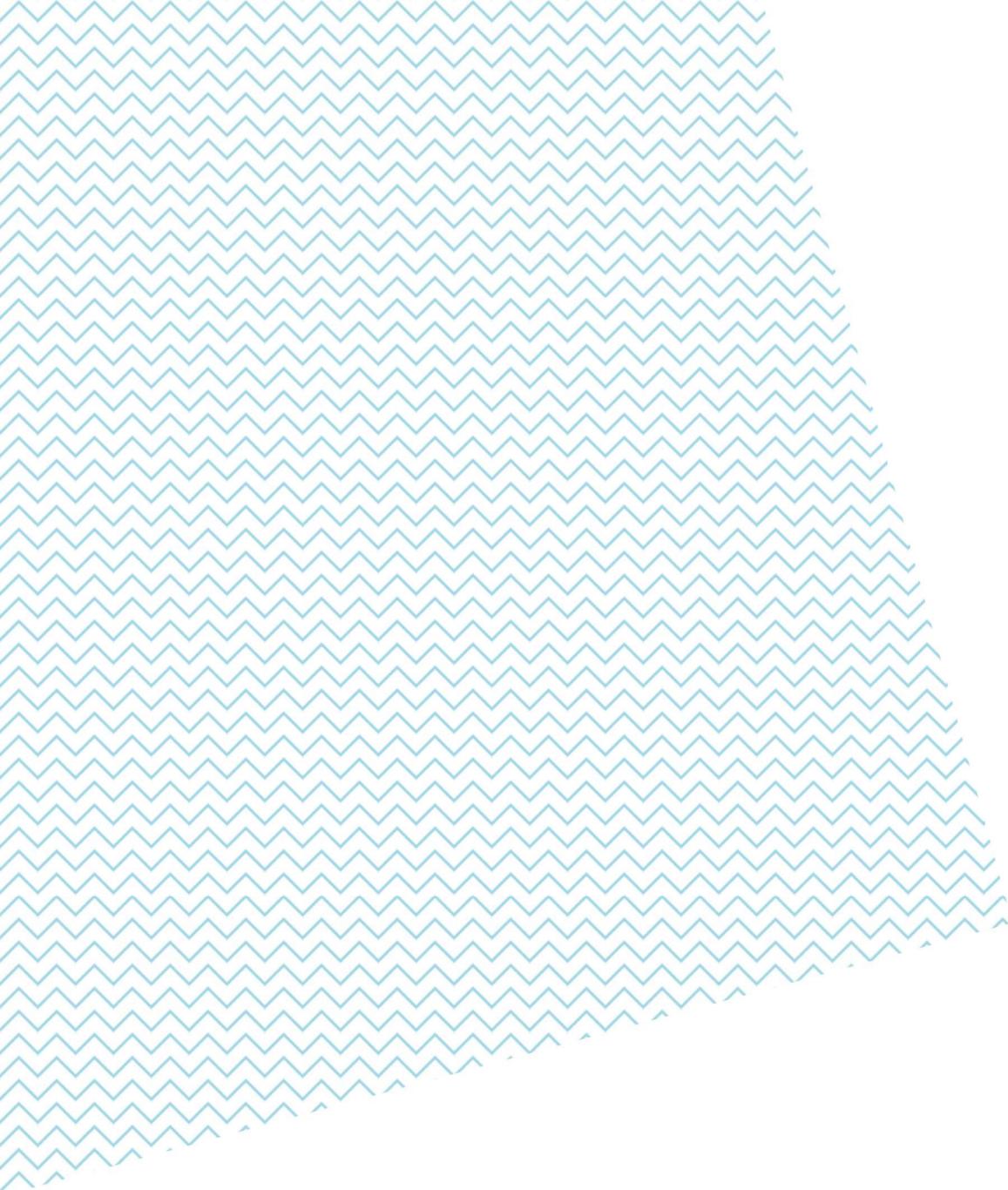
The WCLA can provide support in preparing your statement of teaching practice in the following ways:

- Enrolling in a professional development course such as Evaluating Teaching and Learning;
- Individual consultations with an identified WCLA staff at <https://fbe.unimelb.edu.au/wcla/about/people/our-people>; or
- Sending a general enquiry to WCLA at [wcla@unimelb.edu.au](mailto:wcla@unimelb.edu.au)



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