Division of Learning and Teaching

# Guidance on evidence for peer review of teaching practice

*Peer review of teaching* includes all teaching practices related to the learning experience of CSU students. It includes:

* Higher Degree by Research (HDR) supervision
* Work Integrated Learning (WIL) supervision, and
* Educational leadership practices.

This document outlines the forms of evidence that you can use to substantiate the claims you make in relation to your teaching practice and showcase excellence. Reviewees are required to nominate a minimum of four (4) teaching capabilities to focus on for their peer review.

The capabilities outlined in the Peer Review template are aligned to the [CS Teaching Capabilities Framework and Self-Assessment Tool](https://cdn.csu.edu.au/__data/assets/pdf_file/0008/4268105/The-CS-Teaching-Capability-Self-Assessment-Tool-Final.pdf). These teaching capabilities are reproduced below:

1. Ensure an inclusive learning experience for all students.
2. Adopt effective teaching practices aligned with institutional expectations.
3. Demonstrate leadership in learning and teaching.
4. Demonstrate a commitment to quality teaching and student success.
5. Develop and deliver student-centered programs, such as work-integrated learning.
6. Develop assessment for learning by designing authentic assessment experiences.
7. Engage in the use of a variety of technology enhanced learning (TEL) to improve student learning opportunities.
8. Engage in continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience.
9. Engage in peer review and collaborative peer-learning practices.
10. Mentor peers to build capacity in learning and teaching.
11. Engage in scholarly activity that contributes to the HE sector.
12. Successfully engage with reward and recognition opportunities in learning and teaching.

## Resources

The following links to Charles Sturt University resources are included for your consideration:

* [University Strategy 2020-2030](https://cdn.csu.edu.au/__data/assets/pdf_file/0005/4163117/University-Strategy-2020-2030.pdf)
* [Education Strategy](https://staff.csu.edu.au/university-strategy/strategic-focus-areas/students/education-strategy)
* [The Charles Sturt Capability Framework](https://cdn.csu.edu.au/__data/assets/pdf_file/0009/4231791/2022M1320-Capability-framework_web.pdf) – innovate, connect and achieve.
* [About Work- Integrated Learning (WIL)](https://www.csu.edu.au/division/learning-teaching/strategic-projects/work-integrated-learning/about-work-integrated-learning-wil)
* [Research Pathways to 2030](https://cdn.csu.edu.au/__data/assets/pdf_file/0006/4149708/Research-Strategy-on-a-Page-23.02.06.pdf)

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| Examples of evidence for peer review of teaching practice  The examples of evidence are indicative only and the list is not exhaustive.  Any relevant mix of quantitative and qualitative evidence can be utilised.

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| Subject Outline  |
| Samples of teaching and/or curriculum materials (usually accessed through the i2 or Brightspace site) showing content, assessment and/or engagement activities   |
| Direct observation of a teaching or supervision session (face to face or online)  |
| Details of contribution toward Course Reviews (CDAP information)  |
| Student feedback (via emails, interviews/focus groups, survey)  |
| Examples of feedback provided to students   |
| Feedback from teaching and/or marking and/or supervision teams, and/or sessional staff, subject coordinator, other members of teaching teams and/or course director  |
| Assessment data showing progression and performance  |
| Retention data |
| Data from Subject Experience Surveys |
| Self-reflections on learning and teaching and/or supervision practice  |
| Calibration or benchmarking reports/feedback  |
| Learning analytics data  |
| Consultation report, industry/community event/panel report  |
| Details of internal or external teaching award, fellowship and/or grant applied for |
| Evidence of conference presentations and publications  |
| References or letters from peers external to the University  |
| Invitations, feedback or data from industry partners  |
| Details of role and engagement and contribution to learning communities (formal or informal)  |
| Letters or surveys of industry satisfaction on preparation of students for practice  |
| Evidence of working with the supervisory team to lead, mentor and guide candidates including connecting to peer and academic networks |
| Evidence of strategies to support effective and timely HDR planning, progress and completion   |
| Teaching or Supervision Philosophy statement   |
| Evidence in engaging in mentoring or shared learning opportunities with colleagues to build capacity and a community of practice |
| Details of support and encouragement offered to students/HDR candidates with an eye to their well-being and health. |
| Examples of fostering and facilitating HDR candidate’s development of academic skills and self-direction |

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