Division of Learning and Teaching

## Peer review of teaching practice

## Guidance

### This template is to be used to guide peer review of teaching. It includes all teaching practices that impact the student learning experience at Charles Sturt, such as Higher Degree by Research (HDR) supervision, Work Integrated Learning (WIL) supervision, and educational leadership.

### The reviewee selects four teaching capabilities to be reviewed. The [Guidance on evidence for peer review of teaching practice](https://cdn.csu.edu.au/__data/assets/word_doc/0006/4283061/Guidance-on-evidence-for-peer-review-of-teaching-practice.docx) outlines the forms of evidence that can be used.

### The reviewee organises an initial meeting with the peer reviewer to plan the review, discuss which capabilities are being selected and the supporting evidence, and to negotiate timelines (approx. 30 minutes).

### The reviewee reflects on their selected capabilities and records their reflections on the template (delete the capabilities which have not been selected) and gathers and documents their evidence against the selected capabilities and arranges access to the evidence (for their reviewer). The page limit for this report is 3 pages (not including cover page/s).

### The reviewee sends the completed template and evidence to their reviewer.

### The reviewer reads the reflective comments, considers the quality of the evidence, and enters their comments on the template (approx. 1.5 hours), within two weeks of receiving the materials.

### The reviewer emails the completed and signed report to [PeerReview@csu.edu.au](mailto:PeerReview@csu.edu.au) by the due date.

### The Peer Review team forward the report to the DPC promotions area (or supervisor if it is a probation review).

### Peer Reviewee details:

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| --- | --- |
| Reviewee’s name |  |
| Reviewee’s School/Faculty/Division |  |
| Purpose of Review | Summative for promotion  Summative for probation  Formative for developmental purposes |
| Focus of review | Direct teaching  HDR supervision  WIL supervision  Educational leadership |
| Supervisor name (if for probation) |  |
| Brief description of role, context and focus |  |

**Peer Reviewer details:**

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| --- | --- |
| Reviewer’s name |  |
| Reviewer’s School/Faculty/Division |  |
| Reviewer’s role | Discipline focus  or Learning and teaching focus |

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| Teaching Capabilities |
| 1. *Ensure an inclusive learning experience for all students.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Adopt effective teaching practices aligned with institutional expectations.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Demonstrate leadership in learning and teaching.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Demonstrate a commitment to quality teaching and student success.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Develop and deliver student-centered programs, such as work-integrated learning.*     Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Develop assessment for learning by designing authentic assessment experiences.*   .  Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Engage in the use of a variety of technology enhanced learning (TEL) to improve student learning opportunities.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Engage in continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience.*     Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Engage in peer review and collaborative peer-learning practices.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Mentor peers to build capacity in learning and teaching.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Engage in scholarly activity that contributes to the HE* *sector.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |
| 1. *Successfully engage with reward and recognition opportunities in learning and teaching.*   Reviewee reflection:  Links to supporting evidence: |
| Reviewer Comments (maximum 300 words): |

**Overall comments from Reviewer**

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|  |

Signature:



Peer Reviewer’s Title: