Australian College of Educators

Fellowship
Nomination Guide

Fellow of the Australian College of Educators FACE

The Australian College of Educators advances the education profession nationally across all sectors and levels for the individual and collective success of Australia's educators. Established in 1959, the Australian College of Educators ' key objectives are to:

- provide a strong national voice for the profession;
- promote professional standards of a high order;
- recognise excellence in professional practice;
- foster the professional learning of educators; and
- enhance the status of the profession.

Fellowship of the Australian College of Educators is one of the highest forms of professional recognition that the College can bestow. Fellowships are awarded to those educators who have made an exemplary contribution over and above the expectations of any paid professional role in the field of education. Fellows of the Australian College of Educators (FACE) are recognised by the wider education community, as making a significant contribution to the education profession through excellence in professional practice.

To be awarded a Fellowship, nominees must clearly demonstrate <u>outstanding professional performance and achievements</u> when judged against the specified criteria, and more generally, their peers.

Those who are granted Fellowship are entitled to use the post-nominal FACE (provided that they are a financial member of the College); as are those non-members granted the status of Honorary Fellow. (Honorary Fellowship is awarded by nomination and invitation from the College only)

Fellowship Eligibility

The National Board and State, Territory and Regional Committees and Individual Members are able to initiate nominations for Fellowship.

The National Board are responsible for nominations for Honorary Fellowship. Honorary Fellowship is a confidential process whereby those who have made an outstanding contribution to the advancement of education in Australia, and possibly internationally, and are not an ACE member, may be recognised for this achievement.

Notes:
1. Those seeking to join ACE as Associate members or those already holding this category of membership [AACE] are ineligible for ACE Fellowship.

2. Honorary Fellowship is not open for self-nomination. Honorary Fellowships are rarely awarded and would not normally exceed one–two awards in any year.

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The Nomination

The Fellowship nomination process requires the completion and submission of the Fellowship Nomination Form. The nomination form is broken up in to the following areas:

- Employment History
- Qualifications and Professional Certification
- Referees

Nominators may chose to complete any or all of the sections in Criteria 1 noting that there are strict word limits applied to each Criteria.

Criteria 1

Criteria 1 has a weighting of 40% and is focused on the provision of evidence that exemplifies outstanding professionalism and ethical practice in relation to the nominees employment

It is important to note that this is not simply a copy of a resume or curriculum vitae.

To answer Criteria 1 nominators must provide a clear and concise snapshot of your achievements throughout the nominees career in terms of their employment.

Remember: To be awarded a Fellowship of the Australian College of Educators the nominee must be have achieved exemplary performance OVER AND ABOVE what is expected of them in their employment as an Educator.

Whether nominators chose to complete one criterion or all criterion (or a combination) within Criteria 1 there is a strict word limit of 1,500 words.

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Criterion:
- There are three (3) criterion in Criteria 1 - a, b and c.
- Each criterion focuses on a different aspect of building professional and ethical practice over time:
  - Criterion (a) - Improving student learning and teaching practice
  - Criterion (b) - Advancing educational scholarship, research or policy/product development
  - Criterion (c) - Effecting change and improvement in practie or the workplace.

Under each of these criterion are a series (i - v) of statements that nominators are to consider responding to as well as providing evidence to support the nomination.

Nominations must include a minimum of three (3) of the five (5) statements contained within a Criterion. Nominators may chose to complete all statements however it is essential to note that the word limit for ALL OF CRITERIA 1 is 1,500 words.

Example:
1. Susan Smith has decided to respond to Criterion (a) in Criteria 1 and chosen to answer three (the minimum) of the statements (Susan's word count is noted in green).
2. Robert Jones has decided to respond to Criterions (a), (b) and (c) and chosen to answer a combination of statements in each criterion (Robert's word count is noted in red).

Criteria 1: Evidence of outstanding professional and ethical practice over time					
Criterion (a) - Improving student learning and teaching practice		Criterion (b) - Advancing educational scholarship, research or policy/product development		Criterion (c) - Effecting change and improvement in practice or the workplace	
Statement (i) Leading and/or collaborating in the development and implementation of effective, innovative curricula and evaluation strategies in the workplace.	500 150	Statement (i) Sustaining high level educational scholarship and on-going professional learning and dissemination through grant, publications and presentations.	150	Statement (i) Leading and/or providing key involvement in strategic planning, change management, stakeholder consultation and evaluation.	100
Statement (ii) Using research and data to effect improvement in teaching and learning in the workplace.	100	Statement (ii) Applying research to foster creativity, innovation and improvment in teaching and learning and organisational effectiveness and policy.	250	Statement (ii) Developing and implementing reviews, improvements, new policies and standards.	100
Statement (iii) Promoting high teaching performance and attracting, developing and managing staff to achieve the organisation's goals.	500	Statement (iii) Actively constributing to the implementation of evidence-based practive and continuous improvement.		Statement (iii) Building major partnerships and alliances.	100
Statement (iv) Engaging parents/caregivers and the community to enhance student achievement and personal development.	100	Statement (iv) Demonstrated excellence in teaching, improving student opportunities and outcomes.	250	Statement (iv) Advocating successfully on behalf of educators and/or significant issues to achieve the desired outcome.	100
Statement (v) Championing diversity, inclusion, mutual respect, undertanding and reconciiation to advance positive relationships.	500	Statement (v) Leading and/or actively being involved in research teams and/or project grants.		Statement (v) Attracting, leading and managing staff/teams to achieve an organisation or key project's goals.	100

Criteria 2

Criteria 2 has a weighting of 60% and is focused on the provision of evidence that shows <u>outstanding contribution to the profession above and beyond current and recent positions and formal duties.</u>

To answer Criteria 2 evidence must be provided that clearly exemplifies outstanding contribution to the broader education profession. This requires identification of activities and achievements over and above employment and formal (paid) duties that have made a significant contribution to the education profession.

Remember: To be awarded a Fellowship of the Australian College of Educators a nominee must have shown exemplary performance OVER AND ABOVE what is expected in relation to thier employment as an Educator.

To complete Criteria 2 a minimum of 2 sections must be completed. Nominators may chose to answer all three sections however it must be noted that there is a strict word limit of 3,000 words for Criteria 2.

Sections:
- There are three (3) sections in Criteria 2 - a, b and c.
- Each section focuses on a different aspect of outstanding contribution to the profession:
  - Section (a) - Effective leadership, management and/or involvement with external organisations to achieve stakeholder, program or project working group objectives.
  - Section (b) - Held a central and effective role in forming and disseminating information, opinions and discussion that raises awareness of key education issues, adds value to policy development and improves the standing of the profession and the educator.
  - Section (c) - Development and implementation of significant public or private initiatives at national, state or regional levels that improve educational policy, practice and infrastructure and the student experince and funding.
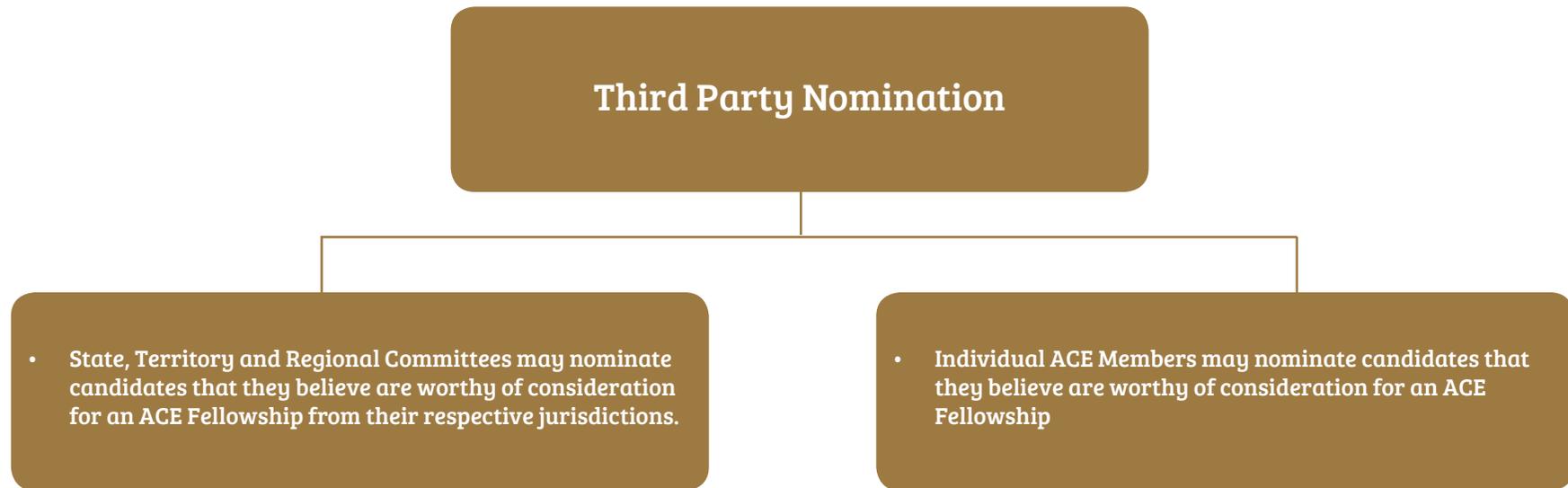
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Referees

Nominations are required to be supported by the names and contact details of three (3) referees.

1. The first referee must be the nominees current direct supervisor (or if retired the last direct supervisor prior to retirement) (Principal, Director etc.).

2. At least one (1) referee MUST be a financial member or Fellow of the Australian College of Educators.

3. The third referee can be from the nominees' current or previous workplace or other professional collegue.

Referees are required to complete and sign the Fellowship Referee form that is available for download from the Fellowship application page on the ACE website. Referees may be contacted to provide a confidential reference for the nominee.

Please note: If you are not sure if a referee is a financial member of the Australian College of Educators, please contact the Australian College of Educators National Office on (03) 9277 5255.

The Nomination Process

Third Party Nomination

- State, Territory and Regional Committees may nominate candidates that they believe are worthy of consideration for an ACE Fellowship from their respective jurisdictions.

- Individual ACE Members may nominate candidates that they believe are worthy of consideration for an ACE Fellowship

Commence nomination by using the interactive Fellowship Nomination Form

- Nominations will not be assessed until all information is provided and the completed application has been correctly submitted to ACE National Office

- Fellowship nominations are open ALL YEAR.
- There will be two (2) assessment rounds scheduled each year (depending on the number of nominations received).
- The closing dates for the assessment rounds will be circulated to members.

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Assessment Process

- Fellowship nominations are assessed against a specified selection criteria.
- The Assessment Panel is made up of expert educators who hold a Fellowship with the Australian College of Educators.
- Fellowship Assessors are appointed annually by the Australian College of Educators Fellowship Working Group.
- The ACE Fellowship Working Group reports to the National Awards Committee.
- Current ACE Fellows are invited to apply to be an assessor.
- Assessors are selected based on ensuring a wide representation of all education sectors and each State and Territory.
- The assessors, once appointed, are divided in to an Assessment Panel constiting of three people including a Lead Assessor and an Assessor from the same education sector as the applicant.

Assessment Guidelines
Fellowship nominations are assessed based on the following criteria:

1. Relevance and credibility of the evidence provided in relation to the criterion.

2. Quality of the evidence provided in relation to the criterion.

3. Effectiveness of the evidence in linking the nominee's actions and input in achieving the stated outcomes.

4. Impact and significance of the evidence provided in terms of nominee's current employment and the wider education profession.

Rating Scale
Each response is rated based on the following scale:

1	2	3	4	5
No Extent	Minimal Extent	Some Extent	Major Extent	Exceptional Extent

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Fellowship Award Standards

The awarding of Fellowships is based on:

- the weighting given to each Criteria (40% for Criteria 1 and 60% for Criteria 2),
- the rankings awarded by each assessor (1 - 5 scale) (and)
- any comments provided by the assessment panel.

Fellowship Assessment Panel

The Assessment Panel will determine if the nomination presents evidence that:

- Meets the criteria to an exceptional and/or major extent and is recommended for Fellowship.
- Is inconclusive and not supported for Fellowship or may require panel discussion to reach a recommendation.
- To no extent meets the criteria and is not supported for Fellowship.

Members of the Fellowship Assessment Panels review applications independetly from other panel members.
Comments and ratings are confidential.

Australian College of Educators Awards Committee

The recommedations of the Assessment Panel will be provided to the Australian College of Educators Awards Committee for review and endorsement.

Australian College of Educators Board of Directors

The Australian College of Educators National Board have final approval for the awarding of Fellowships. The Board have the right to chose not to award a Fellowship if the applicant is deemed inelegibile or in contravention of the College Charter. The Board's decision is final and no correspondence regarding the application outcome will be entered in to.

Post Application Process

Unsuccessful nominations: the nominator upon written request will be provided with de-identified feedback on the nomination.

Planning and Writing an ACE Fellowship Application

Preparation

Being awarded a Fellowship of the Australian College of Educators is recognition of an individuals personal contribution to the education profession. To be a Fellow, the nominee will need to clearly shown:

- A history of distinguished service;
- Significant and lasting constributions to the profession;
- Recognition by the broader profession including other training, education or employer groups;
- Respect of professional peers;
- General aknowledgement of having attained a position of significance in making a positive contribution to education in Australia.

Before commening a nomination please ensure:
- A clear understanding of the criteria and associated statements that need to be answered;
- The ability to provide clear, concise and convincing evidence supporting the benefits and impacts of the nominees achievements;
- Have identified and contacted the required referees and peers to gain feedback and support of the nomination.

Completing the Application

The following provides assistance on the structure and style of successful applications.

Structure

Write a commentary on the evidence of each criterion that includes a description, analysis and reflection of the individual's achievement.
- The description explains the context and nature of the achievement and the evidence to be presented.
- The analysis points to the evidence provided and discusses how and to what extent it illustrates that the criterion has been met.
- Commentary on each criterion to conclude with a reflection on the achievement/s featured, its/their significance, and what was learned for future practice.
- Provide evidence through referencing or other verifiable data. Add online links or web addresses to publications, reports or presentations if relevant.

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Style

- Write in an active voice and ensure the structure of the information presented is easy for the assessor (who may not be acquainted with the nominee, or their profile) to follow.
- Make each sentence succinct, avoid padding. This will not be all that can be said, rather what information is needed to effectively make the claim.
- Avoid the use of dot points and duplication of information, merely cross reference if necessary.
- Start with a short summary sentence of the achievement claim and its basis. For more detailed responses, follow with the 'what was done and why', the 'how it was done (approach/tools/methods)' and the 'outcome/impact/response'.
- Write about WHAT has been ACHIEVED; this is not just a description of aims and vocation.

Review

- Allow plenty of time for reading, editing and checking grammar and spelling.
- Seek feedback on the draft from a colleague, ACE State Committee Member or a referees.

Examples of Successful Fellowship Application Responses

The following examples have been de-identified for the purposes of providing a guide as to the ways in which successful applicants have responded to the Fellowship Application questions.

Example: Criteria 1: Evidence of outstanding professional and ethical practice over time
Criterion 1a Improving student learning and practice
Statement (i) Leading and/or collaborating in the development and implementation of effective, innovatice curricula and evaluation strategies in the workplace.

In 2014, I initiated and implemented a whole school framework to assist teachers to evaluate, design and redesign learning activities that explicitly support students to develop their 21st Century skills. The aim of this initiative is to provide all teachers at the College with a common language and approach to 21st Century teaching and learning. I organised the professional learning course to be undertaken in a blended learning environment, which included face to face meetings and online collaboration.

I used the AITSL's Learning Design Anatomy report to guide the initiative, in order to design innovative and effective professional learning that was school-based and focused on improving student outcomes and teacher practice. I commenced the initiative by coordinating the training of six teacher leaders to undertake a two-day intensive course on the 21st Century Learning.

I created on online portal to guide all teachers through a structured, yet flexible approach for exploring the framework. The online portal provided teachers with a professional learning community in which to undertake an introduction to the 21CLD, and as an ongoing learning space to share classroom practice, gain new information and participate in professional conversations. I facilitated the 21CLD focus group to act as peer mentors so that they could model best practice, assist with the provision of resource materials, and actively engage in advocating the framework across the College.

I introduced the 21st Century Learning Design to all teachers at a whole school staff meeting and provided an overview of the expectations for completing the online modules over the school term. This was completed in teachers' own time in lieu of attending a compulsory PD twilight session. In each module, teachers were required to answer `aspire' questions so that they could reflect on their current teaching practice and to provide critical reflections and ideas on how they could explicitly develop the 21st Century skills in their teaching and learning programs. Teachers shared their responses via a dedicated online forum. The online discussions enabled all teachers to share classroom practice across the College, which strengthed partnerships across the sub schools. It allowed for more time to process thoughts, ideas and critical reflections that would not have been possible in traditional face to face staff meetings. I organised staff to attend two follow up face to face sessions with the 21CLD mentors to discuss key themes in the online discussions, and to apply their know ledge of the framework to see how deeply a 21st Century skill was embedded in a learning activity. This approach capitalised on teachers already having a basic understanding of the 21CLD, and therefore the College could devote more time during staff meetings for integrating, applying and consolidating their knowledge and understanding. Using a flipped learning approach to deliver the 21CLD, all teachers were able to learn in their own time and at their own pace. Under a traditional model, teachers would normally review these materials after school or during allocated professional development time within the school day. Using this model, all staff at the College engaged in professional learning that was focused on improving student outcomes, embedded in teacher practice, was collaborative and reflective, and was ongoing and supported within the school's culture

This innovative project acted as pilot study to reconceptualise professional development in the 21st Century and has since been shared and published in media resources. Furthermore, I was invited to present the model as a keynote speaker at EduTECH and ACER's Excellence in Professional Practice conference.

Example: Criteria 1: Evidence of outstanding professional and ethical practice over time
Criterion 1b Advancing educational scholarship, research or policy/product development
Statement (i) Sustaining high level educational scholarship and on-going professional learning and dissemination through grants, publications and presentations

I am consistently one of the top performers in research publications within the School of Education and Professional Studies, which is in the Top 50 such schools in the world. In the 5 years since 2011 I have published 1 book with another currently 'in press', 4 book chapters, 16 refereed journal articles and 5 papers in refereed conference proceedings. I am Editor in Chief of '** Education' and a member of the Editorial Boards of 4 international journals.

In the same 5 year period I have earned competitive research funding of more than 1.2 million dollars, including funding from the Australian Research Council.

I have presented at a variety of conferences including (specify), but I particularly value my regular presentations to teachers at the conferences of the xx Teachers Association of Queensland. I also regularly choose to publish my research in 'Teaching XX', the journal of the Australian XX Teachers' Association, in order to more directly inform practice.

I have been invited to present a keynote session at the conference of the Victorian Council of Deans of Education, and have been twice interviewed on ABC radio.

These achievements in research funding and publications have occurred despite the fact that for the past 18 months I have been in a leadership role in the School which means the proportion of my wWork devoted to research has been reduced from 40% to 25%.

Example: Criteria 2: Outstanding contribution to the profession above and beyond current and recent positions and formal duties.
Section (a) Effective leadership, management and/or involvement with external organisations to achieve stakeholder, program or project working group objectives.

From my first days as a member of the teaching profession, I sought active participation in professional bodies and organizations, to offer service and contribution, but also to learn. As a classroom practitioner learning the craft of teaching to Australian children, I became an examiner and reviewer for the Victorian Board of Studies, the VCE Network Chair for the xx Language Teachers Association of Victoria and the founding Vice-President of the national xx Language Teachers Association. Through these connections and engagements, I offered leadership, mentorship, and collegial support to fellow xx language educators, many of whom were recent arrivals from overseas. At that time, Victoria boasted the largest number of xx language students in Australia. Since moving into executive management of schools, both in Australia and internationally, I have taken up the challenge of contributing to leadership in international education.

Prior to the establishment of the Council of Internationally Accredited Schools of Australia (CIASA), Australian schools were not perceived by accrediting authorities as 'international' and were therefore unable to seek international accreditation. I was elected to the Board of Directors of CIASA to represent Australian Independent Schools in 2007 and remained on the Board until CIASA was subsumed into the Council of International Schools (CIS) in 2009, at which point I was appointed to serve as the Australian representative on the Board of Trustees for CIS. The key achievement of CIASA was that it demonstrated the viability of the international accreditation concept for Australian state and independent schools (Wilcox, A. 2009. The Emergence of Internationally-Minded National Schools in Australia. International Schools Journal; Nov 2009, Vol. 29 Issue 1, p.38). Currently, there are 49 CIS accredited schools in Australia, both state and independent, among 716 worldwide.

In 2014, I was elected to serve on the International Baccalaureate Asia Pacific Regional Council; I was re-elected in 2015 for a further three-year term. On the Regional Council, I am one of six school heads to advise the Asia Pacific Regional Director on matters of policy and practice for the 685 IB schools in the region (http://www.ibo. org/about-the-ib/the-ib-by-region/ibasia-pacific/regional-council/). At the request of the Director General of the IB, I have worked to establish a national association for IB World Schools in the Asian region. I established the corporate entity for the Association in Hong Kong in 2014, drafted and registered the Articles of Association, and was elected as the founding Chairman of the Board of Directors. I signed an agreement with the IB in 2014 recognizing the Association (http://www.ibo.org/about-the-ib/theib-by-region/ib-asiapacific/ associations-of-ib-w orld-schools/).

While other regional bodies such as ACAMIS and EARCOS serve as a support network for international schools that are largely educating expatriate students, this As-sociation has been intentionally established to engage with and support local private and national schools that are excluded from the existing bodies serving international schools. As a member of both the IB Regional Council and the Chairman of the Association, my role is one of engagement with member schools and leadership, advocacy on behalf of member schools, and the dissemination of accurate and timely information about policies and practices in the IB world. The introduction of eAssessment in IB schools, initially in MYP, but to be followed in DP courses, poses a significant threat to language teaching and learning practices in IB schools. I have been the chief advo-cate of 'pause and review ' in negotiating with IB senior leadership on adapting assessment to suit the specific challenges and issues associated with other languages.

In recent years, I have forged partnerships with the Needham Research Institute (NRI) at the University of Cambridge and the University of Hong Kong, both are aimed at collaborating on research projects of relevance to these institutions. NRI was originally founded to continue the work of Dr. Joseph Needham on the 'Science and Civiliza-tion of China' project. Now entering the final phase of publication, NRI is working with ISF to establish a new research mission on the science and technology of the East.

In 2015, The University of Hong Kong, in conjunction w ith the National University of Taiwan and The ISF Academy commenced a collaborative project to research and enhance approaches to language learning, particularly for second language learners. This collaboration has its most visible and public expression in the annual International School Chinese Language Education Conference. For the first time, I co-hosted the most recent tri-partite conference in a school (http://cacler.edu.hku.hk/ events/thethird- international-school-chinese-language-education-conference-andworkshop/). The establishment of an ISF Research Centre was also announced at this time; the Centre will w ork with external institutions on language acquisition research; Hong Kong University is a founding partner.

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Example: Criteria 2: Outstanding contribution to the profession above and beyond current and recent positions and formal duties.
Section (b) Held a central and effective role in forming and disseminating information, opinions and discussion that raises awareness of key education issues, adds value to policy development and improves the standing of the profession and the educator.

I am a member of the Australian College of Educators (ACE) Policy Committee, working on developing position papers and other policy information and helping to keep the membership of the College aware of policy development.That committee is actively seeking to develop approaches to enhancing the standing of teaching and teachers, and resisting attempts to deprofessionalise teaching or impugn the quality of teachers and teacher education. While this is a relatively recent role for me, I have been an engaged and active particpant and will continue to grow into the role.

As a means of further raising awareness of key issues, adding value to policy development and improving the standing of the profession, I am in the process of developing a podcast entitled 'TeachingTeachers', w hich will focus on teacher education in Australia. I have registered the domain name and created a Facebook group for the podcast, acquired the software and hardware and am learning the required technology. My collaborators are from a variety of Queensland universities. The podcast will be available on Stitcher and iTunes, and will address issues in teacher education and education more broadly in Australia, for a national and international audience.

My role as one of only 13 members of the Board of the Australian Council of Deans of Education (ACDE) means that I am involved in policy development and engagement at the highest level, including meetings with Minister Birmingham. The ACDE is a peak body representing teacher education and the profession of educator more broadly in Australia, and I am proud to actively serve as one member working to forward its goals, which in many ways parallel those of the ACE.

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Further Information

For further information on the Australian College of Educator's Fellowship application process, please contact:

Australian College of Educators
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E: ace@austcolled.com.au