



higher education  
& training

Department:  
Higher Education and Training  
REPUBLIC OF SOUTH AFRICA



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TEACHERS

## Application evaluation rubric

| Criterion  | Portfolio portrays innovation   | Portfolio is noteworthy   | Portfolio is developmental  |
|--|---|---|---|
| <b>1. Reflection on the teaching context</b>         | <i>Presents an in-depth understanding of the geographical, historical and social contexts of place and space and explains how and why this impacts teaching. Presents a critical reflection of how institutional, national, international, and factors affect the teaching context.</i> | <i>Reflection on geographical, historical and social contexts of place and space are presented and alludes to how this impacts teaching; shows cognisance of how institutional, national, international, and factors affect the teaching context.</i> | <i>Reflection on selected external contexts regarding space and place are presented in terms of how this impacts teaching; institutional, national factors are identified but not explained with reference to teaching context. Gaps in content representation are noted.</i> |
| <b>2. Co-curricular factors that impact teaching</b> | <i>Presents evidence of being knowledgeable of national and international co-curricular factors of social and global concern and adapts</i>   | <i>Presents evidence of being cognisant of national and international co-curricular</i>   | <i>Presents evidence of national and international co-curricular factors and with limited curriculum adaptation to changing contexts.</i>   |



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| <b>Contexts</b>                                     | <i>relational aspects of curriculum (i.e. content, teaching approach, interactive activities, assessments), to changing contexts.</i>   | <i>factors and adapts some aspects of curriculum to changing contexts.</i>   |  |
| <b>3. Teaching philosophy</b>                       | <i>The teaching philosophy shows alignment between personal teaching values, teaching context, student profile and student needs; provides explanation(s) of why specific teaching approaches are used; shows evidence of a reflective and scholarly approach to teaching based on theory, practice and research.</i> | <i>The teaching philosophy presents personal teaching values, in relation to the teaching context and/or student needs; teaching approaches are partially justified; there is some evidence of a reflective and scholarly approach to teaching based on theory and practice.</i> | <i>The teaching philosophy presents personal teaching values with reference to teaching context and/or student profile; Teaching approaches are partially justified; there is some evidence of a reflective and scholarly approach to teaching based on theory and practice.</i> |
| <b>4. Engaged teaching for interactive learning</b> | <i>Teaching includes different learning styles based on theoretical principles, in relation to the student profile; interactive learning activities are designed to encourage critical</i>  | <i>Teaching includes different research-based learning styles for variation; interactive learning activities encourage critical thinking and problem-solving for</i>   | <i>Teaching includes different learning styles for variation; interactive learning activities encourage critical thinking and problem-solving;</i>   |



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|  | <i>thinking, problem-solving for current and future thinking, and to consolidate learning; a varied innovative learning environment is created using LMS, e-applications, media, texts, ICTs, etc. for teaching, learning and assessment; the learning environment is relevant to the subject and conducive for effective student learning.</i>                          | <i>future contexts; a varied learning-centred environment is created using LMS, e-applications, media, texts, ICTs, for teaching, learning and assessment; the learning environment is relevant to the subject and/or supports student learning.</i>  | <i>a varied learning-centred environment is created using LMS, e-applications, media, texts.</i>   |
| <b>5. Support for underprepared and exceptional students</b> | <i>Evidence is provided of strategies to identify under-performing students and effective interventions for students who need additional teaching support are in place. (Support could be by the applicant, or by means of additional tutorials); interventions are effective in improving student learning; evidence of reflection on the intervention is provided.</i> | <i>Strategies to identify under-performing students are detailed with concomitant support strategies in place; interventions are effective to improve student learning and /or reflection on intervention is included.<br/><br/>Evidence is provided of strategies to support exceptional students.</i> | <i>Strategies to identify under-performing students might be noted; support strategies are in place; interventions are effective to improve student learning and /or reflection on intervention is included and/or evidence is provided of strategies to support exceptional students.</i> |



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|  | <i>Evidence is provided of strategies to support exceptional students are supported to achieve their full potential.</i>   |   |   |
| <b>6. Teaching materials</b>                             | <i>Teaching materials and interactive activities are varied according to media types and learning styles, are well-designed, engaging, and are appropriate for the subject and the particular higher education level.</i>  | <i>Teaching materials and interactive activities are varied, are fairly well-designed, engaging, and are appropriate for the subject and the particular higher education level.</i>   | <i>Some teaching materials and interactive activities are well-designed, engaging, and some are appropriate for the subject and the particular higher education level.</i>                                      |
| <b>7. Innovative teaching for remote/hybrid learning</b> | <i>Evidence is provided of using technology for effective teaching; acknowledgement is given to students who do not have appropriate learning devices, and alternate/supportive materials are developed; use of technology promotes interactive engagement with subject content.</i> | <i>There is evidence of innovative use of technology with elements of student engagement; students without appropriate devices are noted and supported; use of technology promotes interactive engagement with subject content.</i> | <i>Innovation for hybrid learning is evident and/or student engagement is core; students without appropriate devices are acknowledged and supported minimally; use of technology supports student learning.</i> |



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| 8. Reflection on knowledge    | <p><i>There is evidence of being a specialist in the discipline/field of study; teaching approaches encourage students to have positive interactive disciplinary learning experiences;</i></p> <p><i>Challenging concepts/constructs/areas of learning are identified, with appropriate curriculum amendments for effective student learning.</i></p> | <p><i>There is evidence of being knowledgeable in the discipline/field of study; teaching approaches encourage students to have positive interactive disciplinary learning experiences;</i></p> <p><i>Challenging concepts/constructs/areas of learning are identified, with student support provided to clarify difficult areas of subject content.</i></p> | <p><i>There is evidence of being knowledgeable in the discipline/field of study; teaching approaches encourage students to be positive about the subject; certain subject areas are identified as challenging, with concomitant support provided.</i></p> |
| 9. Teaching to the discipline | <p><i>Teaching approaches engage students effectively to contribute to knowledge production; there is evidence of scholarship within the discipline to maintain depth of knowledge; evidence is presented of how disciplinary scholarship positively impact teaching practices</i></p>  | <p><i>Teaching approaches promote student thinking and contributions to knowledge production; there is evidence of scholarship within the discipline; disciplinary scholarship impact teaching practices.</i></p>  | <p><i>Teaching approaches promote student thinking and contributions to knowledge production; there is evidence of scholarship within the discipline which do not seem to impact teaching practices.</i></p>  |



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| <b>10. Reflection on professional growth and development</b> | <i>There is evidence of scholarly reflection in, on and about learning and on development as a university teacher; innovative learning and teaching practices are described and justified with reference to practice, theory and research; student evaluation and peer evaluations are the norm, and are used to inform teaching improvement; curriculum renewal is ongoing for the subject and the programme of study.</i> | <i>There is evidence of scholarly reflection in, on and about learning and on development as a university teacher; innovative learning and teaching practices are described and justified without specific reference to practice, theory and research; student evaluation and peer evaluations are sometimes used to reflect on teaching improvement; curriculum renewal occurs as required by the department/institution.</i> | <i>There is evidence of scholarly reflection in, on and about learning and/or on development as a university teacher; innovative learning and teaching practices are described and justified without specific reference to practice, theory and research; student evaluation and peer evaluations are sometimes used to reflect on teaching improvement;</i> |