



OPEN LEARNING AND EDUCATIONAL SUPPORT

Pronouns: he/she/they

Academic Career Development | October 11th, 2018

By the end of this session, you will be able to:

1. **Interpret** your TPI (Teaching Perspectives Inventory) results and **situate** yourself within your own views and perceptions about teaching
2. **Describe** the typical components of a teaching dossier; in particular, the statement of teaching philosophy
3. **Begin to draft** a statement of teaching philosophy using reflective exercises

Please use the space provided below to record any thoughts, ideas, tips, etc. that you found relevant, surprising, and/or useful from our discussions on the Teaching Perspectives Inventory.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Known as a teaching portfolio in places like the UK and the US, a teaching dossier is a catalogue of your teaching experience that demonstrates your thoughtful and successful approach to teaching through a statement of your overall beliefs about teaching, linked to specific practices and evidence that these practices are successful.

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1. Statement of Teaching Philosophy

2. Teaching Experience

3. Teaching Strategies

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5. Professional Development

6. Future Goals

7. Appendix

Appendix A: Title of Document

Appendix B: Title of Document

Appendix C: Title of Document

Best practices for teaching dossiers

- Remember your audience, context, and purpose.
- Make specific claims backed up by detailed examples.
- Highlight the most interesting or impressive information.
- Provide descriptions to flesh out what's on your CV.
- Provide artifacts in your appendices as further evidence of your teaching effectiveness.
- Explain and reflect on your raw data.
- Edit for professional style and remove unnecessary words.
- Use only your own words.
- Proofread carefully—better yet, ask someone else to proofread for you.

Part Two: Statements of Teaching Philosophy

What is a statement of teaching philosophy?

A statement of what you believe about and value in teaching as demonstrated through specific practices supported by evidence of effectiveness.

Structure – one page maximum!

1. Introduction:

2. Belief 1:

3. Belief 2:

4. Belief 3:

5. Belief 4 (if needed/necessary):

6. Conclusion (or concluding sentence in your final paragraph):

Best practices for statements of teaching philosophy

- Make claims about your own teaching, not teaching in general.
- Back up your claims with specific examples and evidence.
- Stick to your authentic beliefs and practices – don't try to be something you're not!
- Ground your statement in your discipline.
- Revise your statement into one page of three or four key beliefs.
- Clearly state your beliefs in your intro and at the start of each paragraph.
- Write in the first person, present tense, and active voice.
- Use self-reflective exercises to get started (or re-started)
- Revise, revise, revise (...and revise some more!)
- Don't be surprised if you want to redraft after completing a whole dossier
- Have fun!

Exercises for drafting statements of teaching philosophy

To reflect on your teaching and determine what to include, and what you might not to include, in your statement, try the following exercises, adapted from Trevor Holmes, Centre for Teaching Excellence, University of Waterloo.

Peer Interviews

Imagine a reporter from *The Ontario* (that is, someone sitting next to you) is interviewing you for a feature piece on effective teachers – starring you! How do you respond to these questions?

Why do you teach? What do you like about it?

How does what you like about teaching appear in your classroom?

What aspects of your teaching do you struggle with? How do you address these struggles?

Reflecting and Organizing

	Students learn best when...	Therefore, when I teach, I...	As a result, my students...
Example	they can see real-life applications of concepts.	assign case studies.	apply the concepts they learn in class to challenging scenarios.
Belief or value 1			
Belief or value 2			
Belief or value 3			

Or go in the opposite direction:

	What is something I do regularly in class, in course design, in marking, in office hours, online, etc.?	Why do I think I do this thing?	How do I know this thing is effective?	How can I rearrange this to explain my beliefs, then my practices, then evidence of success?
Example	I bring my students on field excursions	Students learn by doing as well as by reading	I hear my students talk about concepts more concretely in the field	I believe students learn best by doing as well as reading. Therefore, I bring my students to field sites... As a result, I hear my students talk concretely about...
Belief or value 1				
Belief or value 2				
Belief or value 3				