



JOHN
ROZEMA
AWARD FOR
TEACHER
EXCELLENCE

NOMINATION
PACKAGE

2018 AWARD CYCLE

A  CARDUS EDUCATION INNOVATION
WWW.CARDUS.CA/EXCELLENCE

CARDUS IS PLEASED TO OFFER THE JOHN ROZEMA AWARD FOR TEACHER EXCELLENCE IN PARTNERSHIP WITH THE CHRISTIAN SCHOOL FOUNDATION AND EDUDEO MINISTRIES





THE JOHN ROZEMA TEACHING EXCELLENCE AWARD recognizes excellence as an ongoing investment into the life of a Christian school community and a positive public contribution to the common good. Being shortlisted for the John Rozema Teaching Excellence Award is an indication of a particular educator or school community's reputation for giftedness and excellent practice.



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AWARD

IN 2018 FIVE AWARDS ARE AVAILABLE:

- **GROUP EXCELLENCE AWARD:** a group award of up to \$8,000. This award is to be divided equally between team members. If team members teach in different institutions, the award must be shared equally between schools.
- **EXCELLENCE IN ELEMENTARY TEACHING AWARD:** an individual award of \$5,000.
- **EXCELLENCE IN SECONDARY TEACHING AWARD:** an individual award of \$5,000.
- **EXCELLENCE IN THE TEACHING OF CREATIVE AND PERFORMING ARTS:** an individual award of \$5,000

This year we are pleased to announce a new award category sponsored by EduDeo Ministries.

- **EXCELLENCE IN GLOBAL PERSPECTIVE TEACHING AWARD:** an individual award of \$5,000

This award recognises excellence in the integration of global perspectives in the classroom. In particular, teaching and learning practice that integrates what we can learn from and offer to communities in other nations. Service Learning projects are not eligible in their own right for this award unless they are integrated into the subject curriculum.



EduDeo Ministries is a Canadian, Christian mission organisation serving children in developing countries with quality education rooted in a Biblical worldview.

PLEASE NOTE that these awards recognise curricular not co-curricular activity. Award funds are to be used for the ongoing professional development of the recipient. This may include, but is not limited to, equipment and resource materials, funded travel for the purpose of study and/or research, or other tools to improve teaching and learning.

INSTRUCTIONS FOR NOMINATIONS

- 1** Make sure that your nominee(s) are eligible to be nominated, you will be asked to declare this when you submit nominations online. To be eligible the nominee(s) must meet the following criteria at the time of nomination:
 - i. Nominees must be employed in an independent Christian school in the Province of Ontario.
 - ii. Part time teachers can be nominated providing they teach the equivalent of 2.5 days per week in a classroom setting.
 - iii. Nominees must have a minimum of three years teaching experience and have taught in a school within the Province of Ontario (either public or independent).
 - iv. We recognize that not all independent Christian schools require public teacher accreditation, nevertheless a nominee's teaching experience and accreditation (if applicable) should be in good standing.
 - v. Posthumous nominations are not accepted.
 - vi. Nominees shortlisted for the 2017 John Rozema Teacher Excellence Award may not be nominated in 2018 in any category.
- 2** The school principal and a board member are asked to write and co-sign one nomination letter. This letter should summarize why in their opinion the nominee(s) meets the criteria for excellence set out for this award. Please note the award criteria can be found on page 9 of this package.
- 3** Make sure the nomination letter for an individual award does not exceed 1000 words. Letters which are longer than this will not be considered and will invalidate the nomination.
- 4** Group awards may be made up of any number of teachers. Make sure that every member of the team meets eligibility requirements and please note that only one nomination letter for the whole group needs to be submitted.
- 5** Do not type your nomination letter on school or organizational letterhead. Nominations are reviewed blind by the panel and it is not as easy to redact logos and pictures which include the name of the school.

- 6** Nominees need to prepare a portfolio of evidence to accompany the nomination letter. The letter and the portfolio should be combined into ONE PDF document for upload. If you do not know how to convert word documents into PDFs follow this link: <https://smallpdf.com/word-to-pdf>
- 7** The portfolio should be prepared in consultation with the school principal but written by the nominee(s). If you are submitting a group nomination you need only submit one joint portfolio of evidence. We allow for some creativity around presentation of evidence, Most submissions comprise of a commentary and accompanying photographs, examples of student work etc. However, we are very strict about anonymity, length and word limit – please see below.
- 8** The portfolio should not exceed 10 pages in total and the word count must not exceed 3,000 words. Any labels or headings attached to pictures or diagrams are INCLUDED in this limit. Portfolios which are longer than ten pages and exceed the word count will not be considered and will invalidate the nomination. Please note that you need to combine your nomination letter and your portfolio into one PDF to upload it. This is likely to make the PDF 11 or 12 pages. We will check that the nomination letter accounts for the extra pages; the portfolio must only account for 10 pages or less.
- 9** Please anonymize your portfolio of evidence before you submit it. It must not refer to teachers or pupils by name or include the name of the school. To aid this process it is completely acceptable to write in the first person or to use the signifier “the nominee”. Please do not use headed school notepaper and be very sure that photographs or pictures do not identify either the school, the nominee or pupils.
- 10** Please combine your nomination letter and portfolio of evidence into one PDF and upload it to the website here: www.cardus.ca/excellence. You will be asked to complete an online form so make sure that you have contact details, etc. at hand in order to fill in the form. Nominations received after the deadline will not be considered under any circumstances so we recommend that you do not leave it until the last minute to upload your documents. You will receive an automatic email to confirm receipt of your nomination.

**THE FINAL DEADLINE FOR NOMINATIONS IS 5PM
ON FEBRUARY 1ST, 2018.**

CHECKLIST

- The nominee(s) meet the eligibility criteria
- The nomination letter is signed by the School Principal and Board member
- The nomination letter is not written on headed paper and does not include school logos
- The portfolio of evidence does not exceed 10 pages of a PDF or the word count of 3,000 words
- The portfolio of evidence is anonymous
- The nomination letter and the portfolio have been combined into one PDF ready for uploading
- Contact details for the school and nominees are at hand ready for completion of the online form.

SUBMIT ONLINE HERE: WWW.CARDUS.CA/EXCELLENCE

AWARD CRITERIA

The award panel will be looking for evidence that a teacher demonstrates excellence in **all** of the following categories:

● PURPOSE IN TEACHING AND LEARNING

The nomination letter and portfolio should provide evidence that the teacher can articulate the core values of the Christian school and that he or she embodies them in his or her professional practice, integrates them into curriculum planning, student assessment and classroom management. In particular, the adjudication panel would expect to see evidence of strong worldview literacy or an informed philosophy of education which integrates Christian faith and learning.

● RIGOUR IN TEACHING AND LEARNING

The nomination letter and portfolio should provide evidence that teachers regularly capture evidence of pupil attainment, progress and character development and that this is used to inform curriculum planning, assessment and managing classroom relationships. In particular the adjudication panel would expect to see evidence that the academic, vocational, civic and social outcomes of teaching and learning are taken into consideration and measured.

● SERVICE IN TEACHING AND LEARNING

The nomination letter and portfolio should provide evidence that teachers are prepared through their own professional practice to foster a classroom culture where risk taking, collaboration, creativity, and responsibility for learning are not only maximizing the gifts of individual students but offered for the good of the school community. In particular, the adjudication panel would expect to see evidence that teachers are preparing students to engage in culture via their knowledge, vocation and character.

AWARD CRITERIA DESCRIPTORS

- PURPOSE -

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
1 ARTICULATION OF CORE VALUES	The core values or Christian mission of the school are clearly articulated as a framework for practice.	The core values or Christian mission of the school are described and used to set goals or as a guide to practice.	The core values or Christian mission of the school are mentioned.	No reference is made at all to the core values or Christian mission of the school.
2 EMBODIMENT OF VALUES	Strong evidence that the nominee embodies the school's values in practice and that this is consistently recognized by the community as a source of excellence within the school.	There is evidence that values are embodied in practice and that the nominee exemplifies the values of the school.	Limited evidence that the nominee embodies values beyond generic references to things such as altruism e.g. is caring or trustworthy.	No evidence that the nominee embodies values.
3 INTEGRATION OF VALUES INTO CURRICULUM PLANNING, ASSESSMENT AND CLASSROOM MANAGEMENT	The evidence demonstrates that a framework of values intentionally integrates the core values of the school with curriculum planning, assessment and classroom management.	There is evidence that values are intentionally applied to the curriculum, assessment and classroom management.	Limited attempt is made to relate values to the curriculum, or assessment or classroom management.	No evidence that values are integrated into practice.
4 INFORMED PHILOSOPHY OF EDUCATION OR WORLDVIEW	Strong evidence that the nominee has developed his or her own philosophy of education, is critically reflective upon Christian worldview and consistently integrates faith into teaching and learning. Furthermore the nominee encourages others in the school community to do this.	There is evidence that the nominee is applying Christian worldview to regularly integrate faith into teaching and learning.	Evidence that the nominee can rehearse or articulate a basic Christian worldview - this is likely to be un-reflected upon or un-related to philosophy of education. It may be inconsistently applied to teaching and learning.	No evidence that the nominee has reflected on or can articulate a philosophy of education informed by a distinctively Christian worldview.

- RIGOUR -

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
<p>1 PUPIL ATTAINMENT, PROGRESS AND CHARACTER DEVELOPMENT INFORMS CURRICULUM PLANNING, ASSESSMENT AND CLASSROOM MANAGEMENT</p>	<p>Evidence demonstrates that the nominee uses all opportunities within the curriculum, assessment and classroom management to monitor, account for and develop pupil knowledge, progress and character.</p> <p>Furthermore there is evidence that the nominee's practice encourages pupils to be self-reflective and learn to take an increasing level of responsibility for their own growth and achievements and help to encourage one another's development.</p>	<p>There is evidence that high expectations are set in relation to pupil knowledge, progress and character. Good connections are made between curriculum, assessment and classroom management and these factors. These connections may be a little inconsistently emphasized, for example character may be less prominent.</p> <p>Attainment, progress and character are well monitored.</p>	<p>Curriculum planning, assessment and classroom management take pupil attainment, progress and character into account but there is not evidence that these factors consistently inform practice.</p> <p>Some of these elements are regularly monitored in pupils.</p>	<p>No evidence that particular attention is paid to all three elements (attainment, progress and character) or that this informs areas of practice. Evidence of rigour in relation to only one factor is insufficient for this award.</p>
<p>2 ACADEMIC, VOCATIONAL, CIVIC AND SOCIAL OUTCOMES INFORM TEACHING AND LEARNING</p>	<p>The evidence shows that the academic, civic and social outcomes of education are considered and consistently inform teaching and learning practice.</p> <p>The evidence demonstrates that the nominee is actively grappling with how to measure pupil progress in these areas and reflecting on the contribution of professional practice to the proper ends of education.</p> <p>There is also evidence that within the community the nominee is recognized as someone whose practice influences pupils to excel in some or all of these areas.</p>	<p>The evidence shows that the academic, civic and social outcomes of education are considered and consistently inform teaching and learning practice. Some attempts are made to monitor pupil progress in these areas.</p> <p>There is evidence that this nominee is recognized as someone whose practice influences pupils to excel in some or all of these areas.</p>	<p>There is evidence that the academic, civic, and social outcomes of education are considered but there is no evidence that they are measured or closely inform teaching and learning practice.</p>	<p>There is no evidence that the nominee pays attention to all of these outcome as the proper ends of education. For example, evidence of a focus only on the academic, or only on vocation would be insufficient for this award.</p>

- SERVICE -

	EXCELLENT	GOOD	SATISFACTORY	NO EVIDENCE
1 CLASSROOM PRACTICE FOSTERS RISK TAKING, COLLABORATION, CREATIVITY AND RESPONSIBILITY FOR LEARNING	<p>The evidence demonstrates that the nominee consistently develops practice that enables pupils to take risks, collaborate, to be creative and take responsibility for their own learning.</p> <p>There is evidence that pupils are routinely encouraged to reflect on the significance of these for their own learning and for that of others.</p> <p>There is evidence that the nominee measures the progress of pupils in some or all of these areas.</p>	<p>The evidence demonstrates that the nominee consistently develops practice that enables pupils to take risks, collaborate, to be creative and take responsibility for their own learning.</p> <p>There is evidence that pupils are encouraged to reflect on these and some attempt is made to measure the progress of pupils in these areas.</p>	<p>There is evidence that the nominee creates opportunities for pupils to take risks, collaborate, to be creative and take responsibility for their own learning.</p> <p>There is not evidence however that these elements are consistently planned or required as evidence of pupil progress or that pupils are encouraged to reflect on them.</p>	<p>There is no evidence that the nominee's practice fosters all of these. Evidence of practice fostering one of these elements, is insufficient evidence for this award.</p>
2 GIFTS OF INDIVIDUAL STUDENTS MAXIMIZED AND OFFERED FOR THE GOOD OF THE COMMUNITY.	<p>There is evidence that the nominee regularly incorporates and plans for opportunities to maximize individual gifts and to offer these for the good of the community.</p> <p>There is evidence that pupils encourage one another to develop their gifts and offer them to others.</p>	<p>There is evidence that the nominee regularly incorporates and plans for opportunities to maximize individual gifts and to offer these for the good of the community.</p>	<p>There is some evidence that the nominee creates opportunity for students to maximize their gifts and that they are encouraged to offer these for the good of others.</p>	<p>There is no evidence to provide that the nominee explicitly pays attention to this.</p>
3 STUDENTS ARE BEING PREPARED TO ENGAGE IN CULTURE	<p>The evidence demonstrates that students are routinely expected to reflect upon and critique culture beyond the school and have opportunity to engage in cultural production.</p>	<p>There is evidence that the nominee regularly creates opportunities in teaching and learning for students to critically evaluate the culture beyond the school.</p>	<p>There is evidence that the nominee plans teaching and learning opportunities for students to evaluate the culture beyond the school.</p>	<p>There is no evidence that the nominee is preparing students to engage in the culture beyond the school.</p>

DEADLINES AND ANNOUNCEMENTS

Nomination forms and portfolios must be submitted by **5pm on February 1st, 2018**. All submissions are considered final. Cardus does not comment on drafts or provide individual guidance to nominees.

The shortlist will be announced on **April 19th, 2018**

The award winners will be announced at a reception, date to be determined. All those on the shortlist together with their school principal and/or board representative will be invited to attend the reception where the awards will be presented by Mr. John Rozema and Mr. Michael Van Pelt or their representatives.

TERMS AND CONDITIONS OF THE AWARD

- Awards are for curricular not co-curricular activities, nominations for co-curricular activities and projects will not be considered.
- Schools can nominate multiple candidates in each of the award categories.
- Nominees shortlisted for the 2017 John Rozema Teacher Excellence Award may not be nominated in 2018 in any category.
- Nominees previously submitted, but not shortlisted, for the 2017 John Rozema Teacher Excellence Award may be re-nominated in 2018 but it is expected that an entirely new nomination letter and portfolio is written and submitted. Previously submitted nomination packages must not under any circumstances be re-used.
- Schools will receive the actual funds; however, the nominee should determine how they are spent. The Christian School Foundation handles the administration of award funds and will require a brief follow-up report and receipts and will work to ensure that schools and recipients are supported in the process. In the event that a recipient moves to another Christian school in the Province of Ontario, any unspent funds should follow the recipient to his or her new school. If funds have already been spent on physical resources, such as equipment, these should remain with the school. If the recipient moves to a school outside of the Province of Ontario, unspent funds should also remain with the school.
- Up to 20 percent of the award funds may be used by the school to cover teacher replacement costs for attendance at award or alumni events. Expenses at alumni events are not covered in addition to the award.



Cardus (root: cardo) is a think tank dedicated to the renewal of North American social architecture. We conduct independent and original research, produce several publications, and regularly stage events with Senior Fellows and interested constituents across Canada and the U.S.

