Attributes	Where I have shown this?	What did I bring to it? What did I learn from it?	What 3rd party supporting evidence can I show? (cv/ job description/ feedback/ planning materials/ hand-outs /accolades)
1. Articulate and implement their personal theory of practice and its evidence base, including what it means to be a dual professional as both a tertiary educator and an expert practitioner in the workplace;	(1) During my work as tutor for construction, while working for Bolles+Wilson and RMA Architekten (2) During my time as Lecturer, Senior Lecturer at Victoria University of Wellington (3) In my current position as academic leader, who actively seeks industry involvement and live projects	(1) Diversity of relevance of theory and practice for different industry stakeholders and learners (2) Enthusiasm and evidence-based knowledge generation and care are the most powerful teaching tools (3) Students appreciate the relevance of theory when they are tasked to apply them to design	(1) Acknowledgements in publications and project collaboration listings (2) Award winning projects that are the result of Ako practices. Examples include FirstLight House and ClimateSafe House (3) Award winning students (Solar Decathlons, Best Awards, NZIA Student Awards, Innovative Minds Competition, Dunedin Heritage Competition, etc.) (4) Publications that reflect on my dual role (for example A2 Art+Architcture #19 & 20, 2012; World Academy of Science, Engineering and Technology International Journal of Architectural and Environmental Engineering Vol:11, No:8, 2017)
2. advance learning and teaching practice through critical self-reflection, evaluation and research;	(1) Continued collection of student feedback. Informal feedback is usually gathered in the class room, through Moodle, or in conversations with learners. Formal feedback is collection via institutional systems for course evaluations and teaching feedback. (2) Internal and external moderation processes (3) Internal and external examinations	(1) Predetermined student feedback questions are rarely helpful in obtaining meaningful feedback (2) Similar perception and grades are awarded by experienced examiners and moderators (3) Useful to learn from teaching practices by other lecturers (4) Education and assessment follows reoccurring trends (i.e. items of assessment, workload during semesters, etc.)	(1) Evaluation reports (2) Personal engagement as NZQA monitor and recruitment of programme monitors as party of my academic leadership role (3) Internal and external examination of thesis work mainly in the context of architecture, interior architecture and building science. (4) Timetabling of courses to create co-teaching opportunities (5) Portfolio

	(4) Embedded co-teaching practice in the Bachelor of Design (Interiors) and the Bachelor of Architectural Studies		
3. honour Te Tiriti o Waitangi by integrating its principles into their teaching practice;	(1) During my time as Lecturer at Victoria University of Wellington (2) During my time as Senior Lecturer at Victoria University of Wellington (3) In my current position as academic leader, design as well as architecture educator	(1) Research relevance for Iwi considered in ethics applications (2) As German born European, it is sometimes easier to question and address cultural complexities and perceived boundaries (3) People try to actively help when respect and consideration is demonstrated (4) Parallels between dark chapters of a country history exist in many places around this world	(1) D4LS documentation and successful AB programme approval of the Bachelor of Architectural Studies, including a range of new elective offerings that are inclusive and celebrate bi-culturalism in the NZ context. (2) Certificates in Tikahanga and Te Reo Maori at Victoria University. See evidence portfolio. (3) Considerations of course integration as part of D4LS developments, including Marae visits and visiting researchers (4) Selection of Bachelor of Architecture NZQA programme monitors that have a bi-cultural NZ background. (5) Consultation processes around communication of values with Te Puni Kōkiri (6) Consultation processes around placement of entries and openings. For example, placement of Studio 56 on OP premises. (7) Courses about Te Tiriti o Waitangi and obligations within the NZ context (8) Te Reo initiatives that focused workshops and promotion of language
4. practise and continue to develop their own cultural competence;	(1) Living and working in a different cultural context	(1) The paper 'Cultural Awareness' compared architectural design principles from historic European and	(1) Teaching materials and current teaching content that highlight the similarities and cultural differences

	(2) During my time as tutor at the University of Applied Sciences I developed and taught a paper called 'Cultural Awareness' (3) Research as part of my positions in tertiary education on creation of place-based identity taught me to reflect upon and consider different cultural practices and perspectives. This is evident in ethics applications, data collection, in particular in research interviews. (4) Initiation of Exchange programmes and collaborations	Eastern cultural practices. In principal, all major design guidelines follow similar approaches and believes. For example, Vastu Shastra and Feng Shui. (2) Challenging to overcome modernist tradition and postmodernist theory (3) Constant reflections on (bi-) cultural practices due to own cultural heritage and foreign upbringing (4) Importance of individuals to actively promote cultural competencies to learners and peers	(2) Architecture is constantly adding to cultural practices and dialog/debate. Thus, ako of the role of culture through and within architecture / design constantly occurs > reflective practices (3) Publications and research findings – For example; World Academy of Science, Engineering and Technology International Journal of Architectural and Environmental Engineering Vol:11, No:8, 2017. (4) MoUs with foreign tertiary institutions. See attached MoU with Hochschule Coburg as recent example.
5. develop and promote professional, inclusive relationships with all learners in their care, relevant employers and the wider community;	(1) Regular consultation with different stakeholder groups as part of my position at Victoria University of Wellington and at Otago Polytechnic (2) Active involvement in professional memberships and continued professional development for New Zealand Institute of Architects (NZIA), Bund Deutscher Baumeister, Architekten und Ingeniuere e.V. (BDB) and Bund Deutscher Oenologen (BDO) (3) Creation of courses that facilitate internship opportunities for Otago Polytechnic students (4) Offering of internships at Otago Polytechnic (5) Active Student participation in competitions.	(1) Learners are grateful for industry exposure once they have had the opportunity to position themselves in the field (2) Ownership in processes helps students to invest time and efforts (3) Never stop learning (4) Never stop asking questions (5) Dedication / enthusiasm for a task or position trumps knowledge and background	(1) Professional memberships (2) Keynotes and invited talks at industry conferences (3) Invitations to conferences (4) Focus groups (5) Project work (design & architecture) for example with the Blueskin Bay Community Trust (6) Commissioned research and outputs/artefacts (7) PEAC meetings (minutes) (8) Programme accreditations and approvals (9) Initiation of design competitions

			(10) Participation in design and architecture competitions
6. analyse relevant adult education and cognitive theory and draw on this in practice;	(1) Teaching practices in all academic positions held (2) Supervision of research (3) Supervision of work (4) Participation in intuitional seminars of the last fifteen years	(1) Skill Acquisition must be appropriate to the learners ability and previous background (2) Using research and literature to inform knowledge transmission (3) Investigation of and experimentation with different teaching practices and styles to investigate which (theory of) practice is most suitable for design and architecture learners (4) In particular Transformative Learning and Identity as defined by Illeris (2014) is deemed a useful theory for architecture education	(1) Successful primary postgraduate supervision in Architecture, Interior Architecture, Landscape Architecture (2) Evidently high retention rates (3) Constantly high pass rates (4) Ability of learners to find positions in their field of choice (5) Positive student and course feedback
7. design, facilitate and guide learning for each individual's success, using a wide range of context-appropriate strategies;	(1) Facilitation of teaching for class sizes from 6 to more than 350 learners as part of my work at Victoria University of Wellington. (2) Postgraduate supervision as part of my academic work at University of Applied Sciences Muenster, Victoria University of Wellington, Otago Polytechnic	(1) As a strong believer in active and experiential learning, I aim to teach course content as interactively as possible. I employ techniques such as Think-Pair-Share, Collaborative Learning Groups and student debates to engage my students critically in the exploration of the subject in question. I find these modes of learning most appropriate for classroom situations, as they are effective for student centred learning, and prepare students to analytically evaluate contexts and to find appropriate (design) solutions. (2) By communicating information clearly, organising semester work efficiently and providing well-structured lectures and course contents, I set a positive	(1) The feedback on my teaching, received through formal and informal processes, is strongly positive (2) Positive feedback from line managers (3) Successful promotion applications

		example in regard to work ethics, leadership and communication. I apply these principles to my teaching and course preparation and expect the same attitude from my student cohort.	
8. lead evidence-based assessment practices for learning in a range of contexts, including APL and work based learning;	(1) Facilitation of project-based learnings part of my different academic roles (2) Active participation in competitions as part of interface between education and industry as part of my work in academia (3) Provision of internships opportunities to support lifelong learning (4) Portfolio entry and interview processes as part of entry for the Bachelor of Design (Interiors), all design postgraduate qualifications at L8-9, as well as the Bachelor of Architectural Studies (Architectural Technologies and Interior Architecture) as part of academic leadership role at OP	(1) Sometimes the biggest hurdle for students can be to organise themselves in teams and productive sub-groups (2) Students need active encouragement to take design risks in order to push innovation (3) Teams do not always work well together if communication between team members is unclear (4) Adult learners can be the most passionate learners, or provide the most resistance to learn and develop new ways of adapting to tasks and situations (5) Value of Bloom's Taxonomy	(1) Success in design and architecture competitions provide evidence for the quality and relevance of the entered student work (2) Outcomes of assessment workshops as part of D4LS (3) Definition and establishment of assessment practices for new courses and programmes (4) Publications (5) Conference participation (6) Certificates of successful course participation / completion.
9. monitor developments and trends in tertiary education, technology and practice, anticipate changes and adapt teaching and learning accordingly;	(1) Part of accreditation and approval practices at all tertiary institutions (2) Integral part of good teaching practices at all institutions	(1) Architecture pedagogy example 'role of technology for architecture education' in particular the role of manual drafting vs digital design tools is a key topic within architecture education. Positioning was in favour of traditional tools to support design thinking for learners (2) Role of online tools for learners and open source education. It looks as if	(1) Discussions and invitation of academics and professionals to discuss current trends and opportunities (2) Conferences presentations and journal articles. See evidence portfolio for examples of reflective practices.

		design and architecture cannot be easily taught online (3) Development of studio culture within degree programmes and cross fertilisation between different year cohorts	
10. foster communities of practice, identifying and sharing good practices across the organisation and beyond;	(1) participation in communities of practice in all professional positions held in in academia and in architectural practices (2) Active participation in communities of practice in all academic positions held (3) Commitment to life-long learning (4) Continued professional development (5) Offering of internship opportunities	(1) Collegiality is motivational (2) Common goals can create an inspirational atmosphere and increase team/community resilience (3) Frequent engagements with industry help own reflective practices and shape wider discourse (4) Participants need to be self-motivated to reach highest potentials (5) Individual members of a community of practice need to feel valued in order to productively contribute to shared vision or goal	(1) Active membership in professional, national and international bodies, including NZIA, BDB, BDO. (2) Conferences presentations and keynotes (3) Invited industry presentations (4) Hosting of events and presentations (5) Academic publications (6) Research collaborations (7) MoUs with other tertiary institutions
11. foster collaboration and collegiality in order to catalyse team solutions to enhance learning;	(1) Member of communities of practice in all professional positions held (2) Member and facilitator of communities of practice in all academic positions held	(1) Effective communication is key to collaboration (2) Never stop aiming for the best possible outcome (3) Compromise without shifting agreed goals (4) Reflective practice allows for improvement in next project or task (5) Form follows performance (6) Teams need time to develop and shape understandings through discourse	(1) Hosting of events, workshops and presentations (2) Facilitation of regular programme meetings (3) Facilitations of course development meetings and reflection after course delivery with relevant staff (4) Accepting invitations to industry presentations (5) Active fostering of existing research collaborations and exchanges

			(6) MoUs with other tertiary institutions to engage in new collaborations and exchanges (7) Programme developments
12. facilitate the ability of graduates to participate with confidence in the future workforce as capable and sustainable practitioners.	(1) As primary and secondary supervisor of postgraduate work (2) Role modelling of values in all professional and academic positions (3) Creation of a meaningful internship opportunity as part of the curriculum	(1) Learners are genuinely interested in turning situations into preferred situations (2) Students lack confidence at the beginning and need to trust the facilitators' guidance (3) Learners love gaining confidence (4) People need to understand the wider context in order to perform to the best of their abilities	(1) Flawless track record successful research supervision (2) Graduate industry network of sustainable practitioners (3) Requests by industry to recommend graduates (4) Award winning students and graduates