

U21 Teaching Standards Framework



The leading global network
of research universities
for the 21st century

U21 Educational Innovation Steering Group

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For contact details, feedback and other questions about the framework, please see the contact details on the [U21 Teaching Indicators](#) website.

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as well as over a hundred faculty and staff of U21 member institutions in seven different countries.

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Foreword



Over the last five years, as efforts to improve the ways in which individuals are deployed, developed, recognized, and rewarded for their performance in, and/or contributions to teaching and student learning, many universities have begun to explore or expand the role of teaching-focused academic positions.

In moving in this direction, it has become apparent that if institutions, their students, and the staff who may be appointed to such positions are to derive maximum benefit from such a move, a number of key human resource management issues must be resolved.

Central amongst these issues are:

1. How should “Teaching Focused (TF)” positions distinguish themselves from traditional “Research and Teaching (RT)” positions?
2. What qualifications and experience might we expect of those appointed to TF positions?
3. How might our current approaches to recruitment, selection, orientation, induction, performance review, professional and career development, promotion, recognition and reward of academic staff need to change to accommodate TF positions?
4. What indicators, metrics and standards might we use to review and evaluate the performance and contributions of staff appointed to TF positions? How would these differ from those appointed to RT positions?
5. How can we ensure that the approaches we take and that the standards we set in establishing such roles, and in reviewing the performance of those appointed to them, are consistent with our peers, locally and globally?

To assist *Universitas 21* (U21) member institutions to address these issues, the U21 Educational Innovation Steering Group (EISG) has developed a:

1. **Conceptual Framework for Teaching** (CFT) that can be used as a *common* conceptual foundation to review and possibly revise current approaches to the definition, development, practice, evaluation and recognition of teaching in all positions; and
2. **Teaching Standards Framework** (TSF), based upon this common CFT, that can be used to review, evaluate and benchmark the teaching performance and contributions of individuals appointed to TF and RT positions.

We took a detailed, systematic and evidence-based approach in the development of each of these frameworks, which included:

- *analysis of current policies and practices* on assessing individual teaching performance within and across institutions in the U21 network;
- *analysis of promotion applications* to the level of professor based on teaching-focussed contributions and performance within U21 member institutions;

- *interviews with senior managers of U21 institutions* who have responsibilities for the strategy, policy, quality assurance and improvement of teaching within their institutions;
- *interviews and surveys* with over one hundred faculty and staff involved in teaching in either TF or RT positions from U21 institutions in seven different countries;
- *triallying the proposed U21 CFT* in promotion or career development workshops with staff in both TF and RT positions to determine the appropriateness, comprehensiveness and usefulness of the framework in assisting them to conceptualise and report upon their contributions to and performances in teaching;
- *backward mapping* the evidence provided by applicants who were successfully promoted by their institutions to the level of professor based on their contributions to and performances in teaching against the indicators, metrics and standards included in the TSF.

As a result of this comprehensive development approach, the EISG is confident that these frameworks, the concepts and standards included in them, are an authoritative statement that represent a consensus in the understandings, values and beliefs of those within the U21 Network as to what might be expected of individuals in TF or RT positions when assessing their performance and contributions in relation to teaching.

Further, the strong alignment between the indicators (esteem, influence, impact, and sustainability), and standards used in the TSF with those used to assess research performance and contribution, significantly contributes to the face validity of the TSF and accounts, in our experience so far, for their acceptance and adoption by staff.

While responsibility for the particular construct and standards of teaching used to assess individual teaching performance and/or contribution is properly the responsibility of each individual institution, efforts to align these constructs and standards with those included in these frameworks will provide significantly greater capacity for institutions to confidently, and meaningfully, benchmark their standards and the performance and contributions of their staff, to those of others throughout the Network.

As Chair of the U21 Educational Innovation Steering Group I would like express my deep gratitude for the efforts of my colleagues, and in particular Professor Stephen Marshall from UNSW Sydney and Professor Graeme Aitken from the University of Auckland, for their leadership and hugely significant contributions in the development of these frameworks. I do hope you will find them informative and useful in the context of your own institution and role, whether that is primarily as an educator, as someone who supports academic staff, or as a teaching and learning leader at your institution.

Professor Simon Bates
 Chair, U21 Educational Innovation Steering Group
 Professor of Teaching, University of British Columbia
 February 2018

U21 Conceptual Framework for Teaching

The **U21 Conceptual Framework for Teaching** recognises that those involved in teaching in research intensive universities typically engage in *four* key areas or **DIMENSIONS** of *teaching related activity*. These are:

- 1. Learning Facilitation**
That dimension of teaching that involves engaging, challenging, scaffolding, supporting and providing students with feedback on their learning.
- 2. Educational Design**
That dimension of teaching that involves designing, developing & deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments to enable and support learning.
- 3. Reflective Practice**
That dimension of teaching that involves the collection & analysis of data to inform ongoing efforts to assure and improve the quality of one's teaching, learning & curricula.
- 4. Scholarly Practice**
That dimension of teaching that involves engaging in and with, and/or contributing to, the scholarship of teaching and learning (SOTL) through the dissemination of teaching approaches and/or enhancements.

and do so in *one or more of three different ROLES*, that of the:

- 1. Teacher Practitioner**
Whose focus is on the work the individual does in any of these areas of teaching to facilitate and support the learning of their students.
- 2. Teacher Leader**
Whose focus is on the work the individual does to influence and support others to innovate or change their practice in any of these areas of teaching.
- 3. Teacher Manager**
Whose focus is on the work the individual does to create the organisational conditions necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.

The juxtaposition of these DIMENSIONS and ROLES creates a *variety of different ways* in which individuals may engage in teaching (**Figure 1**). The particular combination of dimensions and roles that best describes an individual's involvement in teaching at any given time depends on a number of factors including:

- The *nature of their appointment* (e.g., whether they hold a teaching focused, research and teaching, or research focused position);
- their *job description* (e.g., whether their responsibilities are those of a professional instructor/tutor, academic, head of school, dean, or institutional manager); and
- the *stage of their career* (e.g., whether they are an early career, mid-career, or later career teacher).

Figure 1: U21 Conceptual Framework for Teaching

Dimension of Teaching		Teaching Role		
		Practitioner (Do)	Leader (Influence Develop)	Manager (Enable)
		Focus on the work the individual does in any of these areas of teaching <u>to facilitate and support the learning of their</u> students	Focus on the work the individual does <u>to influence and support others to innovate or change</u> their practice in any of these areas of teaching	Focus on the work the individual does <u>to create the organisational conditions</u> necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.
Learning Facilitation	That dimension of teaching that involves <u>engaging, challenging, scaffolding, supporting and providing students with feedback</u> on their learning	1	2	3
Educational Design	That dimension of teaching that involves <u>designing, developing & deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments</u> to enable and support learning	4	5	6
Reflective Practice	That dimension of teaching that involves the <u>collection & analysis of data to inform ongoing efforts to assure and improve</u> the quality of one's teaching, learning & curricula.	7	8	9
Scholarly Practice	That dimension of teaching that involves <u>engaging in and with, and/or contributing to, the scholarship of learning and teaching</u> through the <u>dissemination of teaching approaches and /or enhancements</u> .	10	11	12

This construct of teaching is not prescriptive. It DOES NOT imply that all those involved in teaching must “tick all the boxes” at all times to be considered to be performing at some particular level. Rather, this conceptual framework *should be used and interpreted flexibly to reflect the particular context, circumstances and responsibilities* an individual holds in relation to teaching at any particular time. Likewise, the borders of the cells in Figure 1 do not indicate impermeable barriers.

The value of this CFT is that it provides policy makers, managers, administrators and teachers with **a common language and set of constructs for describing teaching** and the roles through which it is enacted, that can be used to facilitate meaningful and effective discussions about teaching and how one contributes to it.

Effective assessment of performance in and/or contribution through teaching, therefore, **begins with the development, articulation and agreement on the individual’s TEACHING PROFILE.**

Each individual’s *Teaching Profile* will:

- **be different**, reflecting their own unique particular context and circumstances, and
- **change** throughout their career as their teaching responsibilities evolve.

Figure 2 provides six *examples* to illustrate how the U21 Conceptual Framework for Teaching can be used to articulate the different contributions that might be expected of individuals on different types of appointment, with different job descriptions (or responsibilities), at different stages of their career.

Figure 2
Examples of Different Teaching Profiles Using the U21 Conceptual Framework for Teaching

Early Career Academic	Mid Career Academic	Later Career Academic
<p align="center">Tenure Track for a RT Position</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Engage in three of the four dimensions of teaching (learning facilitation, educational design, and reflective practice) as a teacher practitioner. Focus their teaching on maximising the quality and effectiveness of their: <ul style="list-style-type: none"> students' learning own development as a teacher practitioner. Develop familiarity with best practice approaches to teaching within their discipline and teaching context(s). Align their teaching practices (learning facilitation, educational design and reflective practice) with these approaches. Use knowledge of developments in their discipline/profession to support ongoing review and development of the content, foci and purposes of the subjects they teach. 	<p align="center">Tenured RT Position No FPMR*</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Engage in three of the four dimensions of teaching (learning facilitation, educational design, and reflective practice) as a teacher practitioner, teacher leader and teacher manager. Focus their teaching on maximising the quality and effectiveness of their: <ul style="list-style-type: none"> students' learning development as a teacher practitioner, teacher leader and teacher manager. Develop and maintain their familiarity with research-based approaches to teaching within their own discipline/profession and teaching context(s). Align their practice as a teacher practitioner, teacher leader and teacher manager with these approaches. Use knowledge of developments in their discipline/profession to support ongoing review and development of the content, foci and purposes of the subjects they teach. 	<p align="center">Tenured TF Position No FPMR*</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Exercise leadership in all four dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice). Focus their leadership and teaching on maximising the quality and effectiveness of their own and others': <ul style="list-style-type: none"> students' learning development as scholarly, reflective teacher practitioners, leaders and managers. Maintain a deep familiarity with the scholarship of learning and teaching within and beyond their own discipline by actively engaging with and/or contributing to it. Align their practice as a teacher practitioner, leader and manager with this broader scholarship. Influence the development of teaching and learning within their own and others' programs, schools, faculties, and/or institutions.
<p align="center">Tenure Track for a TF Position</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Engage in all four dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice) as a teacher practitioner. Focus their teaching on maximising the quality and effectiveness of their: <ul style="list-style-type: none"> students' learning development as a teacher practitioner, teacher leader AND teacher manager Develop and maintain familiarity with research-based approaches to teaching within their discipline/profession and teaching context(s). Align their practice as a teacher practitioner, teacher leader and teacher manager with these approaches. Support and influence the development of learning and teaching within their own classes and amongst those teaching in the same subjects and programs. Begin developing the capacity to engage in critical research and evidence based review, evaluation and development of their teaching. 	<p align="center">Tenured TF Position No FPMR*</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Exercise leadership in all four dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice). Focus their leadership and teaching on maximising the quality and effectiveness of their own and others': <ul style="list-style-type: none"> students' learning development as scholarly, reflective teacher practitioners, leaders and managers Deepen their familiarity with and make contributions to the scholarship of teaching and learning within their own discipline/profession. Align their practice as a teacher practitioner, leader and manager with this scholarship. Influence the development of teaching and learning within and possibly beyond their own and others' programs, schools, and faculties. 	<p align="center">Tenured TF Position with a FPMR* (e.g., Head of School)</p> <p>Such an individual might be expected to:</p> <ul style="list-style-type: none"> Exercise leadership in all four dimensions of teaching. Focus their efforts on maximising the quality and effectiveness of their own and others': <ul style="list-style-type: none"> students' learning, development as teacher practitioners, leaders, and managers educational leadership and management contributions Influence the development of students, staff, and curricula, as well as the organisational conditions necessary to enable and support teaching and learning at the relevant level(s) within their own institution. Engage in scholarly leadership, management practice in relation to learning and teaching development by: <ul style="list-style-type: none"> continuing to broaden their familiarity with the scholarship of learning and teaching by engaging with and possibly contributing to the educational leadership and change literatures, and basing their own leadership and management practice on the theories, models and advice found in these literatures.

* FPMR Formal Position of Management Responsibility

U21 Teaching Standards Framework

Part A: The Structure of the U21 Teaching Standards Framework

The **standards** included in the U21 Teaching Standards Framework are *defined*:

1. in terms of the **roles** (*Teacher Practitioner, Teacher Leader* and *Teacher Manager*) included in the U21 Conceptual Framework for Teaching;
2. for five **levels** of **academic appointment/promotion**:
 - Level I – Tutor
 - Level II – Lecturer
 - Level III – Assistant Professor
 - Level IV – Associate Professor
 - Level V – Full Professor
3. for two **types** of **academic appointment**:
 - **Research and Teaching** (RT)
 - **Teaching Focused** (TF)
4. for **appointments** that:
 - **include formal management responsibilities** for aspects of teaching and learning *beyond* those directly associated with the subjects the individual may teach. (e.g., those associated with roles such as Subject Convenor, Program Director, Head of School, Faculty Dean, Institutional Director of Teaching & Learning, or Deputy/Pro Vice Chancellor Teaching & Learning).
 - **do not include** such responsibilities.

Figure 3 below summarises the academic appointment/promotion structure that has been used to define the U21 Teaching Standards.

Figure 3
Academic Appointment/Promotion Structure Used to Define U21 Teaching Standards

Appointment Type	Level of Appointment / Promotion					Responsibilities Include FPMR*
	Level I	Level II	Level III	Level IV	Level V	
Research and Teaching	Tutor	Lecturer	Assistant Professor	Associate Professor	Full Professor	Yes
						No
Teaching Focused	Tutor	Lecturer	Assistant Professor	Associate Professor	Full Professor	Yes
						No

* FPMR - Formal Position of Management Responsibility - any position that includes responsibility for managing aspects of teaching and learning beyond those associated with the Subjects/Courses/Modules/Topics for which the individual is responsible.

Further, the **standards** included in the U21 Teaching Standards Framework are *defined*:

5. in terms of **four indicators** of **performance** and **contribution**:

- the **esteem** in which the individual is held *by students* and peers in relation to the work they do as a Teacher Practitioner, Teacher Leader, and /or Teacher Manager in each of the four core dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice).
- the objective measurable **impact** the individual has had on *improving* those things to which teaching, either as a practitioner, leader or manager, is directed - improvements in student learning outcomes; student experience /satisfaction of/with learning, teaching, curricula, or the organisational (administrative, technological, physical, social or cultural) conditions in support of same.
- the **influence** the individual has had on another's thinking, practice or development as a teacher.
- the **sustainability** of the *individual's performance or contribution*.

6. using as the principal **metrics** for differentiating expected standards of performance and contribution for different levels of appointment:

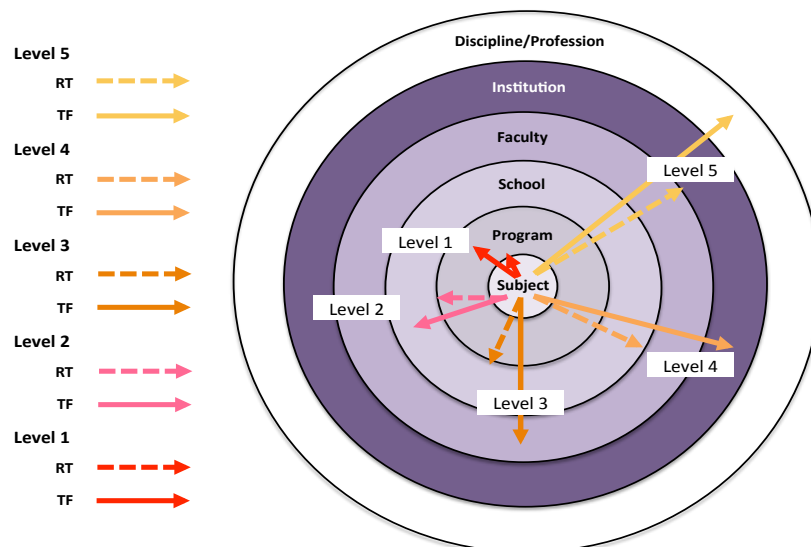
- the **size** of an individual's **sphere of esteem, impact and influence**, and
- the **period** over which their performance or contribution has been made.

The distinction between **impact** and **influence** should be noted: *the former* refers to the **measurable effects** of teaching (whether as practitioner, manager or leader) on students learning outcomes/experience, the structure of curricula, or the organisational conditions in which teaching and learning take place, *while the latter* refers to the less easily measurable effects that an individual has on the way others *think* about their practice and development as teachers.

Figure 4 illustrates the differences in the Spheres of Esteem, Impact and Influence expected at different levels, by type of appointment.

Figure 4

Spheres of Esteem, Impact and Influence Expected at Different Levels by Type of Appointment



Part B: Summary of U21 Teaching Standards for ALL Levels and Types of Appointment

	Level of Appointment				
Standard	Level I - TUTOR	Level II – LECTURER	LEVEL III – ASSISTANT PROFESSOR	LEVEL IV – ASSOCIATE PROFESSOR	LEVEL V – FULL PROFESSOR
Overall Standards for R&T and TF appointments at each level	The individual should be recognised and possibly ESTEEMED as an EFFECTIVE and REFLECTIVE teacher practitioner, with positive IMPACT and INFLUENCE on student learning and experience , WITHIN the SUBJECTS they teach.	The individual should be recognised and ESTEEMED as an EFFECTIVE and REFLECTIVE teacher practitioner, leader and manager , with positive SUSTAINED IMPACT and INFLUENCE on student learning and experience , WITHIN and possibly BEYOND the SUBJECTS they teach.	The individual should be recognised and ESTEEMED as an EFFECTIVE , SCHOLARLY , and REFLECTIVE teacher practitioner, leader and manager , with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning , WITHIN and possibly BEYOND the PROGRAM(S) in which they teach.	The individual should be recognised and ESTEEMED as an ACCOMPLISHED , SCHOLARLY , and REFLECTIVE teacher practitioner, leader and manager , with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning , WITHIN and possibly BEYOND their SCHOOL .	The individual should be recognised and ESTEEMED as an EXPERT , SCHOLARLY , and REFLECTIVE teacher practitioner, leader and manager , with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning , WITHIN and possibly BEYOND their FACULTY .
General Standards in terms of Key Indicators for each level	<p>RT Appointments The individual should provide evidence from their STUDENTS and PEERS, of:</p> <ol style="list-style-type: none"> 1. Recognition and possibly ESTEEM for being an EFFECTIVE teacher practitioner in their <i>discipline/profession</i>, in the areas of learning facilitation and reflective practice. 2. Their positive IMPACT on the learning outcomes and experiences of their students. 3. Their positive INFLUENCE on the approaches to learning adopted by their students. 4. SUSTAINED and regular: <ul style="list-style-type: none"> • review and reflection, based on <i>feedback from students and peers</i>, on their teaching and its IMPACT on their <i>students’ learning</i> and <i>experience</i>. • participation in PROFESSIONAL DEVELOPMENT activities focused on <i>effective facilitation of student learning</i>. 	<p>RT Appointments The individual should provide evidence from their STUDENTS and PEERS of:</p> <ol style="list-style-type: none"> 1. Recognition and ESTEEM for being an EFFECTIVE teacher practitioner in their <i>discipline/profession</i>, in the areas of learning facilitation, educational design, and reflective practice. 2. Their positive IMPACT on the learning outcomes and experiences of students and on the continuing development of: <ul style="list-style-type: none"> • learning activities • assessment and feedback strategies • learning environments deployed and utilized WITHIN the SUBJECT(S) for which they are responsible. 3. Their positive INFLUENCE on their students’ approaches to learning. 4. SUSTAINED performance as an EFFECTIVE teacher practitioner in the areas of <i>learning facilitation, educational design, and reflective practice</i> for at least 3 years. 	<p>RT Appointments The individual should provide evidence from STUDENTS and PEERS from WITHIN the PROGRAM(S) in which they teach of:</p> <ol style="list-style-type: none"> 1. Recognition and ESTEEM for being an EFFECTIVE, scholarly, and reflective, teacher practitioner, leader, and manager in their <i>discipline/profession</i>. 2. Their positive IMPACT on the learning outcomes and experiences of students and on the quality of the: <ul style="list-style-type: none"> • learning activities • assessment and feedback strategies • learning environments deployed and utilized WITHIN the PROGRAM(S) in which they teach. 3. Their positive INFLUENCE on students’ approaches to learning. 4. SUSTAINED performance in ALL FOUR core dimensions of teaching (<i>learning facilitation, educational design, reflective and scholarly teaching</i>) for at least 3 to 5 years. 	<p>RT Appointments The individual should provide evidence from STUDENTS and PEERS from WITHIN their SCHOOL of:</p> <ol style="list-style-type: none"> 1. Recognition and ESTEEM for being an ACCOMPLISHED, scholarly and reflective teacher practitioner, leader and manager in their <i>discipline/profession</i>. 2. Their positive IMPACT on the learning outcomes and experiences of students, and on the quality of the: <ul style="list-style-type: none"> • learning activities • assessment and feedback strategies • learning environments deployed and utilized WITHIN their SCHOOL in their <i>area of disciplinary/ professional expertise</i>. 3. Their positive INFLUENCE on students’ approaches to learning. 4. SUSTAINED performance in ALL FOUR core dimensions of teaching (<i>learning facilitation, educational design, reflective and scholarly teaching</i>) for at least 5 to 7 years. 	<p>RT Appointments The individual should provide evidence from STUDENTS and PEERS from WITHIN their FACULTY of:</p> <ol style="list-style-type: none"> 1. Recognition and ESTEEM for being an EXPERT, scholarly and reflective teacher practitioner, leader and manager in their <i>discipline/ profession</i>. 2. Their positive IMPACT on the learning outcomes and experiences of students, and on the quality of the: <ul style="list-style-type: none"> • learning activities • assessment and feedback strategies • learning environments deployed and utilised WITHIN their FACULTY in their <i>area of disciplinary/ professional expertise</i>. 3. Their positive INFLUENCE on students’ approaches to learning. 4. SUSTAINED performance in ALL FOUR core dimensions of teaching (<i>learning facilitation, educational design, reflective and scholarly teaching</i>) for at least 7 years.
	<p>TF Appointments In addition to the above, the individual should provide evidence, from students and peers WITHIN and possibly BEYOND the SUBJECTS in which they teach, of:</p> <ol style="list-style-type: none"> 5. Recognition and possibly ESTEEM from their: <ul style="list-style-type: none"> • capacity to design <i>learning activities, assessment tasks, feedback strategies and learning environments</i> that EFFECTIVELY scaffold and support student learning. • reflective, EVIDENCE BASED approach to the ongoing development of their teaching. 6. Their INFLUENCE on the approaches to teaching adopted by their peers as a result of them sharing their approaches to teaching with others. 	<p>TF Appointments In addition to the above, the individual should provide evidence, from WITHIN and possibly BEYOND the PROGRAMS in which they teach, of:</p> <ol style="list-style-type: none"> 5. Recognition and ESTEEM from peers for their engagement with, understanding and use of, the <i>scholarship of teaching and learning</i> in their <i>discipline/ profession</i>, in exercising their roles as teacher practitioner, leader and manager. 6. The positive IMPACT and INFLUENCE of their KNOWLEDGE of the scholarship of teaching and learning on the design, development and adoption of research or evidence-based approaches to <i>educational design, learning facilitation, and review/evaluation of learning/ teaching/curricula</i> WITHIN and possibly BEYOND the SUBJECTS they teach. 	<p>TF Appointments In addition to the above, the individual should provide evidence, from WITHIN and possibly BEYOND their SCHOOL, of:</p> <ol style="list-style-type: none"> 5. Recognition and ESTEEM from peers for their SUBSTANTIAL engagement with, understanding of and developing capacity for contribution to, the scholarship of teaching and learning WITHIN the <i>area of their disciplinary/ professional expertise</i>. 6. The positive IMPACT and INFLUENCE of their LEADERSHIP on the design, development, dissemination and adoption of INNOVATIVE approaches to <i>educational design, learning facilitation, and the review/evaluation of learning/teaching/curricula</i>, WITHIN and possibly BEYOND their SCHOOL. 	<p>TF Appointments In addition to the above, the individual should provide evidence, from WITHIN and possibly BEYOND their FACULTY, of:</p> <ol style="list-style-type: none"> 5. Recognition and ESTEEM from peers for their DEEP engagement with, understanding of and regular contributions to the scholarship of teaching and learning WITHIN and possibly BEYOND the <i>area of their disciplinary/ professional expertise</i>. 6. The positive IMPACT and INFLUENCE of their LEADERSHIP on the design, development, dissemination and adoption of INNOVATIVE approaches to <i>educational design, learning facilitation, and the review/evaluation of learning/ teaching/curricula</i>, WITHIN and possibly BEYOND their FACULTY, for a SUSTAINED period. 	<p>TF Appointments In addition to the above, the individual should provide evidence, from WITHIN and BEYOND their INSTITUTION, of:</p> <ol style="list-style-type: none"> 5. Recognition and ESTEEM from peers for their DEEP and EXTENSIVE engagement with, understanding of, and contributions to the scholarship of teaching and learning WITHIN and BEYOND the <i>area of their disciplinary/ professional expertise</i>. 6. The positive IMPACT and INFLUENCE of their LEADERSHIP on the design, development, dissemination and adoption of INNOVATIVE approaches to the <i>governance, management and/or practice of teaching</i>, WITHIN and BEYOND their INSTITUTION, for a SUSTAINED period.

<p>Specific</p> <p>Standards in terms of Teaching Role for each level</p>		<p>Teacher Practitioner</p>			
	<p>RT Appointments The individual <i>should provide evidence</i>, from students and peers, of:</p> <ol style="list-style-type: none"> Recognition for achievement in the EFFECTIVE deployment of: <ul style="list-style-type: none"> Learning activities and resources that engage, challenge, scaffold, and advance student enquiry and learning; and meet required quality standards; Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning and facilitate and enable student agency; evaluation instruments and tools that support ongoing review and development of their teaching and students' learning experience. Engagement in professional development activities to develop the knowledge, skills, and capabilities necessary to EFFECTIVELY deploy <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. 	<p>RT Appointments The individual <i>should provide evidence</i> from students and peers of:</p> <ol style="list-style-type: none"> Recognition and ESTEEM for SUSTAINED achievement in the effective deployment of: <ul style="list-style-type: none"> Learning programs, activities and resources that engage, challenge, scaffold, and advance student enquiry and learning; and meet required quality standards. Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning and facilitate and enable student agency. Evaluation instruments and tools that support ongoing review and improvement of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur. A developing familiarity with the scholarly, research based thinking that underpins current approaches to the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. Engagement in professional development activities designed to develop their capabilities as an effective, reflective teacher PRACTITIONER. 	<p>RT Appointments The individual <i>should provide evidence</i> from students and peers in the discipline/ profession in which they work of:</p> <ol style="list-style-type: none"> Recognition and ESTEEM for SUSTAINED excellence in the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities and resources that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; and meet required quality standards. Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning and facilitate and enable student agency. Evaluation instruments and tools that support ongoing review and improvement of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur. Familiarity with and use of the scholarly research based thinking that underpins current approaches to the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. SUSTAINED engagement in professional development activities designed to develop their capabilities as a scholarly, reflective teacher PRACTITIONER. 	<p>RT Appointments The individual <i>should provide evidence</i> from WITHIN their SCHOOL, discipline and/or profession of:</p> <ol style="list-style-type: none"> Recognition and ESTEEM for SUSTAINED excellence in the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities and resources that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; and meet required quality standards. Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning and facilitate and enable student agency. Evaluation instruments and tools that support ongoing review and improvement of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur. Deep familiarity with and use of the scholarly research based thinking that underpins current approaches to the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. SUSTAINED engagement in professional development activities designed to develop their capabilities as a scholarly, reflective teacher PRACTITIONER. 	<p>RT Appointments The individual <i>should provide evidence</i> from WITHIN their FACULTY, discipline and/or profession of:</p> <ol style="list-style-type: none"> Recognition and ESTEEM for SUSTAINED excellence in the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities and resources that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; and meet required quality standards. Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning and facilitate and enable student agency. Evaluation instruments and tools that support ongoing review and improvement of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur. Deep familiarity with and use of the scholarly research based thinking that underpins current approaches to the design, development and deployment of: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. SUSTAINED engagement in professional development activities designed to develop their capabilities as a scholarly, reflective teacher PRACTITIONER.
	<p>TF Appointments In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> Recognised capacity to design/create EFFECTIVE: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. Engagement in activities to develop the knowledge, skills, and capabilities to be an effective educational designer. 	<p>TF Appointments In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> SUSTAINED achievement in the design and development of EFFECTIVE: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. Engagement in professional learning activities designed to develop their capabilities as an effective, reflective teacher LEADER and MANAGER. 	<p>TF Appointments In addition to the above, the individual <i>should provide evidence</i> from WITHIN and possibly BEYOND their SCHOOL of:</p> <ol style="list-style-type: none"> A capacity for ESTEEMED contributions to scholarly debate and/or literature related to the design, development, and review of teaching, learning, curricula and the organisational environments that support learning and teaching. SUSTAINED engagement in professional development activities designed to develop their capabilities as a scholarly, reflective teacher LEADER and MANAGER. 	<p>TF Appointments In addition to the above, the individual <i>should provide evidence</i>, from WITHIN and possibly BEYOND their FACULTY of:</p> <ol style="list-style-type: none"> Regular, recognised and ESTEEMED contributions to scholarly debate and/or literature related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching. SUSTAINED engagement in professional development activities designed to further their capabilities as a scholarly, reflective teacher LEADER and MANAGER. 	<p>TF Appointments In addition to the above, the individual <i>should provide evidence</i> from WITHIN and BEYOND their INSTITUTION of:</p> <ol style="list-style-type: none"> Extensive, recognised and ESTEEMED contributions to scholarly debate and/or literature related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching. SUSTAINED engagement in professional development activities designed to further their capabilities as a scholarly, reflective teacher LEADER and MANAGER.

Teacher Leader

RT Appointments
The individual *might provide evidence* from peers **WITHIN** and *possibly BEYOND* the **SUBJECTS** in which they teach of:

- CONTRIBUTIONS** to **LEADERSHIP** in the *development of teaching and/or learning* within the *subject(s) in which they teach* – developments that come about through the *sharing of their practice* with others.

RT Appointments
The individual *might provide evidence* of:

- Recognition and possibly **ESTEEM** for **SUSTAINED CONTRIBUTION to LEADERSHIP** in:
 - ongoing critical review* of the *currency* of the *purposes, foci and content* of the **SUBJECTS they teach**, in light of developments in their *discipline/profession*
 - the *design, development, delivery and review of professional development activities* to *develop and/or maintain* their colleagues' awareness of the *implications* of developments in their *discipline/profession* for the **future development** of the **SUBJECTS** in which they teach.
- Their **INFLUENCE and IMPACT** on the *evolution of the content, foci and purposes* of the **SUBJECTS in which they teach**.

RT Appointments
The individual *should provide evidence* from **WITHIN** their **PROGRAM, discipline and/or profession** of:

- Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:
 - ongoing critical review* of the *currency* of the *purposes, foci and content* of the **educational PROGRAMS and services in which they teach**, in light of developments in their *discipline/profession*
 - design, development, delivery and review of professional development activities* to *develop and/or maintain* their colleagues' awareness of the *implications* of developments in their *discipline/profession* for the **future development** of **educational PROGRAMS and services** in which they teach.
- Their **INFLUENCE and IMPACT** on the *evolution of the content, foci and purposes* of the **educational PROGRAMS and services in which they teach**.

RT Appointments
The individual *should provide evidence* from **WITHIN** their **SCHOOL, discipline and/or profession** of:

- Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:
 - ongoing critical review* of the *currency* of their **SCHOOL's educational programs and services**, particularly their *purposes, foci and content*, in light of developments in their *discipline/profession*
 - design, development, delivery and review of professional development activities* to *develop and/or maintain* their colleagues' awareness of the *implications* of developments in their *discipline/profession* for the **future development** of their **SCHOOL's educational programs and services**.
- Their **INFLUENCE and IMPACT** on the *evolution of the content, foci and purposes* of their **SCHOOL's educational programs and services**.

RT Appointments
The individual *should provide evidence* from **WITHIN** their **FACULTY, discipline and/or profession** of:

- Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:
 - ongoing critical review* of the *currency* of their **FACULTY's educational programs and services**, particularly their *purposes, foci and content*, in light of developments in their *discipline/profession*
 - design, development, delivery and review of professional development activities* to *develop and/or maintain* their colleagues' awareness of the *implications* of developments in their *discipline/profession* for the **future development** of their **FACULTY's educational programs and services**.
- Their **INFLUENCE and IMPACT** on the *evolution of the content, foci and purposes* of their **FACULTY's educational programs and services**.

TF Appointments
In addition to the above, the individual *might provide evidence* of:

- Recognised** and **ESTEEMED** capacity to *successfully foster and build collaborative and collegial approaches* to the *development of teaching* within the *subject(s) in which they teach* - approaches that result in *significant and SUSTAINED improvement* in student learning **outcomes** and/or *experience*.

TF Appointments
In addition to the above, the individual *should provide evidence* of:

- Recognition and possibly **ESTEEM** for **CONTRIBUTIONS to LEADERSHIP WITHIN and possibly BEYOND** the **PROGRAMS** in which they teach, in:
 - evidence-based review, (re)design and (re)development* of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**
 - fostering and building collaborative and collegial approaches to educational innovation and change*
 - realising **SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
 - the *design and delivery of professional development activities* designed to improve the *knowledge, skills, and capabilities* of individuals as *effective, reflective teacher practitioners, leaders and managers*.

TF Appointments
In addition to the above, the individual *should provide evidence* of:

- Recognition and **ESTEEM** for **LEADERSHIP WITHIN and possibly BEYOND** their **SCHOOL** in:
 - scholarly, research- and evidence-based review, (re)design and/or (re)development* of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**.
 - fostering and building collaborative and collegial approaches to educational innovation and change*
 - realising **SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
 - engaging in and disseminating* the outcomes of *scholarly research* in teaching and learning *within and possibly beyond their discipline/profession*.
 - the *design and delivery of professional development activities* designed to improve the *knowledge, skills, and capabilities* of individuals as *scholarly, reflective teacher practitioners, leaders, and managers*.

TF Appointments
In addition to the above, the individual *should provide evidence* of:

- Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP WITHIN and possibly BEYOND** their **FACULTY** in:
 - scholarly, research- and evidence-based review, (re)design and/or (re)development* of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**.
 - fostering and building collaborative and collegial approaches to educational innovation and change*
 - realising **SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
 - engaging in and disseminating* the outcomes of *scholarly research* in teaching and learning *within and possibly beyond their discipline/profession*.
 - the *design and delivery of professional development activities* designed to improve the *knowledge, skills, and capabilities* of individuals as *scholarly, reflective teacher practitioners, leaders, and managers*.

TF Appointments
In addition to the above, the individual *should provide evidence* of:

- Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP WITHIN and BEYOND** their **INSTITUTION** in:
 - scholarly, research- and evidence-based review, (re)design and/or (re)development* of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**.
 - fostering and building collaborative and collegial approaches to educational innovation and change*
 - realising **SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
 - engaging in and disseminating* the outcomes of *scholarly research* in teaching and learning *within and possibly beyond their discipline/profession*.
 - the *design and delivery of professional development activities* designed to improve the *knowledge, skills, and capabilities* of individuals as *scholarly, reflective teacher practitioners, leaders, and managers*.

		Teacher Manager		
RT Appointments The individual <i>should provide evidence</i> of: 1. Recognition for <i>creating positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS</i> they teach.	RT Appointments The individual <i>should provide evidence</i> of: 1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS</i> they teach.	RT Appointments The individual <i>should provide evidence</i> of: 1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> in which they teach.	RT Appointments The individual <i>should provide evidence</i> of: 1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible.	RT Appointments The individual <i>should provide evidence</i> , of: 1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible.
TF Appointments In addition to the above , the individual should <i>provide evidence</i> of: 2. <i>Recognised and ESTEEMED</i> capacity to <i>IMPROVE students' learning experiences by contributing ideas to and support for</i> the <i>on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS</i> they teach.	TF Appointments In addition to the above , the individual should <i>provide evidence</i> of: 2. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach.	TF Appointments In addition to the above , the individual should <i>provide evidence</i> of: 2. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach.	TF Appointments In addition to the above , the individual should <i>provide evidence</i> of: 2. Recognition <i>and ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible.	TF Appointments In addition to the above , the individual should <i>provide evidence</i> of: 2. Recognition <i>and ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible.

the following additional standards apply for those holding **Formal Positions of Management Responsibility (FPMR)** in relation to teaching

Additional For those in FPMR in relation to teaching	As individuals appointed at LEVEL I - TUTOR are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own subjects/students, no additional standards apply.	As individuals appointed at LEVEL II - LECTURER are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own programs/subjects/ students, no additional standards apply.	The individual should <i>provide evidence</i> of: 1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> achievement, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL and/or FACULTY's teaching and learning programs, activities and services.</i> 2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN</i> their <i>SCHOOL and/or FACULTY</i> on the <i>governance</i> of learning <i>and teaching</i> through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups.</i> 3. <i>Significant INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP</i> of <i>PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i> , as required, from time-to-time.	The individual should <i>provide evidence</i> of: 1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> achievement, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services.</i> 2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning <i>and teaching</i> through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups.</i> 3. <i>Significant INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP</i> of <i>PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i> , as required, from time-to-time.	The individual should <i>provide evidence</i> of: 1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED achievement, in effectively MANAGING the planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services.</i> 2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN and possibly BEYOND</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning <i>and teaching</i> through <i>LEADERSHIP</i> in <i>teaching, learning and other related committees and groups.</i> 3. <i>Significant INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP</i> of <i>PROGRAM, SCHOOL, FACULTY or INSTITUTIONAL learning and teaching enhancement projects or programs</i> , as required, from time-to-time.
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Part C: U21 Teaching Standards by Level of Promotion or Appointment

Standards for LEVEL I - TUTOR

	Teacher Practitioner	Teacher Leader	Teacher Manager	
Research and Teaching Appointments	<p>The individual <i>should provide evidence</i>, from <i>students and peers</i>, of:</p> <ol style="list-style-type: none"> Recognition for achievement in the EFFECTIVE deployment of: <ul style="list-style-type: none"> Learning activities and resources that <i>engage, challenge, scaffold, and advance student enquiry and learning</i>; <i>and meet</i> required quality standards; Assessment and feedback strategies and learning environments (physical and virtual) that scaffold and support student learning <i>and facilitate and enable student agency</i>; evaluation instruments and tools that support ongoing <i>review and development</i> of their <i>teaching and students' learning experience</i>. Engagement in <i>professional development activities</i> to develop the <i>knowledge, skills, and capabilities</i> necessary to EFFECTIVELY deploy <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. 	<p>The individual <i>might provide evidence</i> from <i>peers WITHIN and possibly BEYOND</i> the SUBJECTS in which they teach of:</p> <ol style="list-style-type: none"> CONTRIBUTIONS to LEADERSHIP in the <i>development of teaching and/or learning</i> within the <i>subject(s) in which they teach</i> – developments that come about through the <i>sharing of their practice</i> with others. 	<p>The individual <i>should provide evidence</i> from <i>peers WITHIN and possibly BEYOND</i> the SUBJECTS in which they teach of:</p> <ol style="list-style-type: none"> Recognition for <i>creating positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the SUBJECTS they teach. 	<p style="text-align: center;">For those in FPMR</p> <p>As individuals appointed at LEVEL I - TUTOR are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own subjects/students, no additional standards apply.</p>
Teaching Focused Appointments	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> Recognised capacity to design/create EFFECTIVE: <ul style="list-style-type: none"> Learning programs, activities, and resources; Assessment and feedback strategies; Learning environments; Evaluation instruments and tools to support ongoing review and improvement. Engagement in <i>activities</i> to develop the <i>knowledge, skills, and capabilities</i> to be an effective educational designer. 	<p>In addition to the above, the individual <i>might provide evidence</i> of:</p> <ol style="list-style-type: none"> Recognised and ESTEEMED capacity to successfully foster and build collaborative and collegial approaches to the <i>development of teaching</i> within the <i>subject(s) in which they teach</i> - approaches that result in significant and SUSTAINED improvement in student learning outcomes and/or experience. 	<p>In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> Recognised and ESTEEMED capacity to IMPROVE students' learning experiences by <i>contributing ideas to and support for</i> the <i>on-going improvement</i> of the administrative and business processes, resources, and environments associated with <i>teaching and learning</i> in the SUBJECTS they teach. 	

Standards for LEVEL II - LECTURER

	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
Research and Teaching Appointments	<p>The individual <i>should provide evidence</i> from <u>students and peers</u> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED achievement</i> in the <i>effective deployment</i> of: <ul style="list-style-type: none"> • <i>Learning programs, activities and resources</i> that <i>engage, challenge, scaffold, and advance student enquiry and learning; and meet</i> required quality standards. • <i>Assessment and feedback strategies and learning environments</i> (physical and virtual) that <i>scaffold and support</i> student learning <i>and facilitate and enable</i> student agency. • <i>Evaluation instruments and tools</i> that support <i>ongoing review and improvement</i> of student <i>learning experience, teaching strategies, curricula, and the organisational environments</i> in which learning and teaching occur. 2. A <i>developing familiarity</i> with <i>the scholarly, research based thinking</i> that underpins <i>current approaches to the design, development and deployment</i> of: <ul style="list-style-type: none"> • Learning programs, activities, and resources; • Assessment and feedback strategies; • Learning environments; • Evaluation instruments and tools to support ongoing review and improvement. 3. <i>Engagement in professional development activities designed</i> to develop their <i>capabilities as an effective, reflective teacher PRACTITIONER</i>. 	<p>The individual <i>might provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED CONTRIBUTION to LEADERSHIP</i> in: <ul style="list-style-type: none"> • <i>ongoing critical review</i> of the <i>currency</i> of the <i>purposes, foci and content</i> of the <i>SUBJECTS they teach</i>, in light of <i>developments</i> in their <i>discipline/profession</i> • the <i>design, development, delivery and review</i> of <i>professional development activities</i> to <i>develop and/or maintain their colleagues' awareness</i> of the <i>implications</i> of <i>developments in their discipline/profession</i> for the <i>future development of the SUBJECTS in which they teach</i>. 2. Their <i>INFLUENCE and IMPACT</i> on the <i>evolution of the content, foci and purposes</i> of the <i>SUBJECTS in which they teach</i>. 	<p>The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED contributions to positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS</i> they teach. 	<p>As individuals appointed at LEVEL II – LECTURER are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual’s own subjects/students, <i>no additional standards apply</i>.</p>
Teaching Focused Appointments	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 4. <i>SUSTAINED achievement</i> in the <i>design and development of EFFECTIVE</i>: <ul style="list-style-type: none"> • Learning programs, activities, and resources; • Assessment and feedback strategies; • Learning environments; • Evaluation instruments and tools to support ongoing review and improvement. 5. <i>Engagement in professional learning activities designed</i> to <i>develop</i> their <i>capabilities as an effective, reflective teacher LEADER and MANAGER</i>. 	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 3. Recognition <i>and possibly ESTEEM</i> for <i>CONTRIBUTIONS to LEADERSHIP WITHIN and possibly BEYOND</i> the <i>PROGRAMS</i> in which they teach, in: <ul style="list-style-type: none"> • <i>evidence-based review, (re)design and (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i> • <i>fostering and building collaborative and collegial approaches to educational innovation and change</i> • <i>realising SUSTAINED improvement</i> in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities. 4. <i>the design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>effective, reflective teacher practitioners, leaders and managers</i>. 	<p>In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 2. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED IMPROVEMENT of students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach. 	

Standards for LEVEL III – ASSISTANT PROFESSOR

	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
Research and Teaching Appointments	<p>The individual <i>should provide evidence</i> from <i>students and peers</i> in the <i>discipline/ profession</i> in which they work of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED excellence</i> in the <i>design, development and deployment</i> of: <ul style="list-style-type: none"> • <i>Learning programs, activities and resources</i> that respond to changing priorities; <i>engage, challenge, scaffold, and advance student enquiry and learning; and meet</i> required quality standards. • <i>Assessment and feedback strategies and learning environments</i> (physical and virtual) that <i>scaffold and support</i> student learning <i>and facilitate and enable</i> student agency. • <i>Evaluation instruments and tools</i> that support <i>ongoing review and improvement</i> of student learning experience, <i>teaching strategies, curricula, and the organisational environments</i> in which learning and teaching occur. 2. <i>Familiarity with and use of the scholarly research based thinking</i> that underpins <i>current approaches to the design, development and deployment</i> of: <ul style="list-style-type: none"> • Learning programs, activities, and resources; • Assessment and feedback strategies; • Learning environments; • Evaluation instruments and tools to support ongoing review and improvement. 3. <i>SUSTAINED engagement in professional development activities designed</i> to develop their <i>capabilities</i> as a <i>scholarly, reflective teacher PRACTITIONER</i>. 	<p>The individual <i>should provide evidence</i> from <i>WITHIN</i> their <i>PROGRAM, discipline and/or profession</i> of:</p> <ol style="list-style-type: none"> 1. Recognition <i>and ESTEEM for SUSTAINED LEADERSHIP</i> in engaging others in the: <ul style="list-style-type: none"> • <i>ongoing critical review</i> of the <i>currency</i> of the <i>purposes, foci and content</i> of the <i>educational PROGRAMS and services in which they teach</i>, in light of <i>developments</i> in their <i>discipline/profession</i> • <i>design, development, delivery and review of professional development activities</i> to <i>develop and/or maintain their colleagues' awareness of the implications</i> of developments in their <i>discipline/profession for the future development</i> of educational <i>PROGRAMS and services in which they teach</i>. 2. Their <i>INFLUENCE and IMPACT</i> on the <i>evolution of the content, foci and purposes</i> of the <i>educational PROGRAMS and services in which they teach</i>. 	<p>The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. Recognition <i>and possibly ESTEEM for SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> in which they teach. 	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. Recognition <i>and ESTEEM for SUSTAINED</i> achievement, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources</i> to <i>enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL and/or FACULTY's teaching and learning programs, activities and services</i>. 2. Significant <i>INFLUENCE and IMPACT WITHIN</i> their <i>SCHOOL and/or FACULTY</i> on the <i>governance</i> of learning <i>and teaching</i> through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups</i>. 3. Significant <i>INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP of PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i>, as required, from time-to-time.
Teaching Focused Appointments	<p>In addition to the above, the individual <i>should provide evidence</i> from <i>WITHIN and possibly BEYOND</i> their <i>SCHOOL</i> of:</p> <ol style="list-style-type: none"> 4. A <i>capacity for ESTEEMED contributions to scholarly debate and/or literature</i> related to the design, development, and review of teaching, learning, curricula and the organisational environments that support learning and teaching. 5. <i>SUSTAINED engagement in professional development activities</i> designed to <i>develop</i> their <i>capabilities</i> as a <i>scholarly, reflective teacher LEADER and MANAGER</i>. 	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 3. Recognition <i>and ESTEEM for LEADERSHIP WITHIN and possibly BEYOND</i> their <i>SCHOOL</i> in: <ul style="list-style-type: none"> • <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i>. • <i>fostering and building collaborative and collegial approaches to educational innovation and change</i> • <i>realising SUSTAINED improvement</i> in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities. • <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/ profession</i>. 4. <i>the design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>. 	<p>In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 2. Recognition <i>and possibly ESTEEM for SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach. 	

Standards for LEVEL IV – ASSOCIATE PROFESSOR

	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
Research and Teaching Appointments	<p>The individual <i>should provide evidence</i> from <i>WITHIN</i> their <i>SCHOOL, discipline and/or profession</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED excellence</i> in the <i>design, development and deployment</i> of: <ul style="list-style-type: none"> • <i>Learning programs, activities and resources</i> that respond to changing priorities; <i>engage, challenge, scaffold, and advance student enquiry and learning</i>; and <i>meet</i> required quality standards. • <i>Assessment and feedback strategies and learning environments</i> (physical and virtual) that <i>scaffold and support student learning and facilitate and enable student agency</i>. • <i>Evaluation instruments and tools</i> that support <i>ongoing review and improvement of student learning experience, teaching strategies, curricula, and the organisational environments</i> in which learning and teaching occur. 2. <i>Deep familiarity with and use of the scholarly research based thinking</i> that underpins <i>current approaches to the design, development and deployment</i> of: <ul style="list-style-type: none"> • Learning programs, activities, and resources; • Assessment and feedback strategies; • Learning environments; • Evaluation instruments and tools to support ongoing review and improvement. 3. <i>SUSTAINED engagement in professional development activities designed</i> to develop their <i>capabilities</i> as a <i>scholarly, reflective teacher PRACTITIONER</i>. 	<p>The individual <i>should provide evidence</i> from <i>WITHIN</i> their <i>SCHOOL, discipline and/or profession</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED LEADERSHIP</i> in engaging others in the: <ul style="list-style-type: none"> • <i>ongoing critical review</i> of the <i>currency</i> of their <i>SCHOOL's educational programs and services, particularly their purposes, foci and content</i>, in light of developments in their <i>discipline/profession</i> • <i>design, development, delivery and review of professional development activities</i> to <i>develop and/or maintain their colleagues' awareness of the implications of developments in their discipline/profession</i> for the <i>future development</i> of their <i>SCHOOL's educational programs and services</i>. 2. Their <i>INFLUENCE and IMPACT</i> on the <i>evolution of the content, foci and purposes</i> of their <i>SCHOOL's educational programs and services</i>. 	<p>The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED contributions to positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible. 	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED achievement, in effectively MANAGING the planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services</i>. 2. <i>Significant INFLUENCE and IMPACT WITHIN</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning and teaching through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups</i>. 3. <i>Significant INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP of PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i>, as required, from time-to-time.
Teaching Focused Appointments	<p>In addition to the above, the individual <i>should provide evidence</i>, from <i>WITHIN and possibly BEYOND</i> their <i>FACULTY</i> of:</p> <ol style="list-style-type: none"> 4. <i>Regular, recognised and ESTEEMED contributions to scholarly debate and/or literature</i> related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching. 5. <i>SUSTAINED engagement in professional development activities</i> designed to <i>improve</i> their <i>capabilities</i> as a <i>scholarly, reflective teacher LEADER and MANAGER</i>. 	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 3. <i>Recognition and ESTEEM for SUSTAINED LEADERSHIP WITHIN and possibly BEYOND</i> their <i>FACULTY</i> in: <ul style="list-style-type: none"> • <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i>. • <i>fostering and building collaborative and collegial approaches to educational innovation and change</i> • <i>realising SUSTAINED improvement in learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities. • <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/ profession</i>. 4. <i>the design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>. 	<p>In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 2. <i>Recognition and ESTEEM for SUSTAINED IMPROVEMENT of students' learning experiences</i> by <i>LEADING and MANAGING the development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible. 	

Standards for LEVEL V – FULL PROFESSOR

	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
Research and Teaching Appointments	<p>The individual <i>should provide evidence</i> from <i>WITHIN</i> their <i>FACULTY, discipline and/or profession</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED excellence</i> in the <i>design, development and deployment</i> of: <ul style="list-style-type: none"> • <i>Learning programs, activities and resources</i> that respond to changing priorities; <i>engage, challenge, scaffold, and advance student enquiry and learning; and meet</i> required quality standards. • <i>Assessment and feedback strategies and learning environments</i> (physical and virtual) that <i>scaffold and support</i> student learning <i>and facilitate and enable</i> student agency. • <i>Evaluation instruments and tools</i> that support <i>ongoing review and improvement</i> of student learning experience, <i>teaching strategies, curricula, and the organisational environments</i> in which learning and teaching occur. 2. <i>Deep familiarity with and use</i> of the <i>scholarly research based thinking</i> that underpins <i>current approaches to the design, development and deployment</i> of: <ul style="list-style-type: none"> • Learning programs, activities, and resources; • Assessment and feedback strategies; • Learning environments; • Evaluation instruments and tools to support ongoing review and improvement. 3. <i>SUSTAINED engagement in professional development activities designed</i> to develop their <i>capabilities</i> as a <i>scholarly, reflective teacher PRACTITIONER</i>. 	<p>The individual <i>should provide evidence</i> from <i>WITHIN</i> their <i>FACULTY, discipline and/or profession</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED LEADERSHIP</i> in engaging others in the: <ul style="list-style-type: none"> • <i>ongoing critical review</i> of the <i>currency</i> of their <i>FACULTY's educational programs and services, particularly their purposes, foci and content</i>, in light of <i>developments in their discipline/profession</i> • <i>design, development, delivery and review of professional development activities to develop and/or maintain their colleagues' awareness of the implications of developments in their discipline/profession for the future development of their FACULTY's educational programs and services.</i> 2. Their <i>INFLUENCE and IMPACT</i> on the <i>evolution of the content, foci and purposes</i> of their <i>FACULTY's educational programs and services.</i> 	<p>The individual <i>should provide evidence</i>, of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED contributions to positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible. 	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 1. <i>Recognition and ESTEEM for SUSTAINED achievement, in effectively MANAGING the planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services.</i> 2. <i>Significant INFLUENCE and IMPACT WITHIN and possibly BEYOND</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning <i>and teaching through LEADERSHIP in teaching, learning and other related committees and groups.</i> 3. <i>Significant INFLUENCE and IMPACT</i> on the <i>development of learning and teaching through LEADERSHIP of PROGRAM, SCHOOL, FACULTY or INSTITUTIONAL learning and teaching enhancement projects or programs</i>, as required, from time-to-time.
Teaching Focused Appointments	<p>In addition to the above, the individual <i>should provide evidence</i> from <i>WITHIN and BEYOND</i> their <i>INSTITUTION</i> of:</p> <ol style="list-style-type: none"> 4. <i>Extensive, recognised and ESTEEMED contributions to scholarly debate and/or literature</i> related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching. 5. <i>SUSTAINED engagement in professional development activities</i> designed to <i>further improve</i> their <i>capabilities</i> as a <i>scholarly, reflective teacher LEADER and MANAGER.</i> 	<p>In addition to the above, the individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> 3. <i>Recognition and ESTEEM for SUSTAINED LEADERSHIP WITHIN and BEYOND</i> their <i>INSTITUTION</i> in: <ul style="list-style-type: none"> • <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession.</i> • <i>fostering and building collaborative and collegial approaches to educational innovation and change</i> • <i>realising SUSTAINED improvement in learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities. • <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/ profession.</i> 4. <i>the design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers.</i> 	<p>In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> 2. <i>Recognition and ESTEEM for SUSTAINED IMPROVEMENT of students' learning experiences</i> by <i>LEADING and MANAGING the development and on-going improvement of the administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible. 	

Part D: Examples of Evidence that might be used to support Promotion / Appointment applications

Evidence that might be used at LEVEL I – TUTOR

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
RT Positions				
Learning Facilitation	<ul style="list-style-type: none"> Data concerning the subjects taught by the individual (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.) Examples of the individual's approach to facilitating learning within and beyond the classroom. Student experience data that speaks to the effectiveness of these approaches on facilitating students' learning. Student examination and assessment results benchmarked against other cohorts. Peer/mentor/supervisor reports on the quality, appropriateness, and effectiveness of the individual's efforts to facilitate learning Unsolicited testimonials from students or peers. 	<ul style="list-style-type: none"> Examples of strategies for facilitating learning that have been developed by the individual for use in their own classes that are now utilized by others as a result of the individual's advocacy for and sharing of these approaches. 	<ul style="list-style-type: none"> Data illustrating the effective management of out of class student consultation time. Evidence of effective management of feedback to students that supports their learning. Evidence of timely submission of all census, assessment, examination and other required data by designated dates 	Not Applicable
Educational Design	<ul style="list-style-type: none"> Samples of the learning activities and resources, assessment tasks and feedback mechanisms, and learning environments deployed by the individual. Student experience data that speaks to the effectiveness of these in supporting student learning. 	<ul style="list-style-type: none"> Examples of educational designs developed by the individual for use in their own classes that are now utilized by others as a result of the individual's advocacy for and sharing of these designs 	<ul style="list-style-type: none"> Course outlines and resources made available to students in an efficient and effective manner. 	
Reflective Practice	<ul style="list-style-type: none"> Examples of how the individual has improved their approach to facilitating learning through critical reflection on feedback from students and peers. 	<ul style="list-style-type: none"> Examples of how the strategies used by others to reflect on and improve their teaching have been influenced by the individual 	<ul style="list-style-type: none"> Examples of feedback to students as to how the individual has chosen to respond to student feedback on their teaching 	
Scholarly Practice	<ul style="list-style-type: none"> Examples of participation in professional learning activities to share, examine and critique the thinking that underpins their approach to learning facilitation and reflective practice. 	<ul style="list-style-type: none"> Examples of contributions the individual has made to professional learning activities for staff in relation to teaching. 	<ul style="list-style-type: none"> Examples of ideas/contributions the individual has made to improving their subject's admin arrangements. 	
TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)				
Learning Facilitation	<ul style="list-style-type: none"> As for RT positions 	<ul style="list-style-type: none"> As for RT positions 	<ul style="list-style-type: none"> As for RT positions 	Not Applicable
Educational Design	<ul style="list-style-type: none"> Samples of learning activities and resources, assessment tasks, feedback mechanisms and/or learning environments designed by the individual Expert peer assessments of the quality of these designs 	<ul style="list-style-type: none"> As for RT positions 	<ul style="list-style-type: none"> As for RT positions 	
Reflective Practice	<ul style="list-style-type: none"> Examples of how the individual has improved the quality of learning activities and resources, assessment tasks, feedback mechanisms and/or learning environments that they use, through critical reflection on feedback from students and peers. 	<ul style="list-style-type: none"> As for RT positions 	<ul style="list-style-type: none"> As for RT positions 	
Scholarly Practice	<ul style="list-style-type: none"> Examples of the individual's participation in professional learning activities designed to develop their capability as an independent designer of learning activities, resources, assessment tasks, and feedback mechanisms that effectively facilitate and support students' learning. 	<ul style="list-style-type: none"> Examples of the individual's capacity to foster and build collaborative and collegial approaches to the development of teaching within the subject(s) they teach 	<ul style="list-style-type: none"> Examples of the individual's ideas for supporting the on-going improvement of the admin/ business processes, resources, and environments in which they teach. 	

Evidence that might be used at LEVEL II – LECTURER

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
RT Positions				
Learning Facilitation	<p>At least 3 years:</p> <ul style="list-style-type: none"> Data concerning the subjects taught by the individual (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.) Examples of the individual's approach to facilitating learning within and beyond the classroom. Student experience data that speaks to the effectiveness of these approaches in facilitating their students' learning. Student examination and assessment results benchmarked against other cohorts. Peer/mentor/supervisor reports on the quality, appropriateness, and effectiveness of the individual's efforts to facilitate learning Prizes, awards and/or testimonials from students or peers for the quality and effectiveness of their approaches to the facilitation of learning. 	<ul style="list-style-type: none"> Examples of changes to the ways in which <i>the individual facilitates learning</i> in light of changes made to the <i>purposes, foci and content of the subjects they teach</i>, due to <i>developments</i> in their <i>discipline/profession</i>. Reports/comments from <i>expert peer reviewers</i> in relation to these changes. 	<ul style="list-style-type: none"> Clear, timely accessible information for prospective students to assist decision-making regarding enrolment in the subjects the individual teaches. Clear, timely accessible subject outlines/guides that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for the subjects they teach. Data concerning the ways in which the individual manages their availability to support student learning out of classroom times. Evidence of the provision of feedback to students in a manner that enables them to learn from it prior to them having to engage in or complete high stakes assessment tasks. Evidence of timely submission of all census, assessment, examination and other required data by designated dates. 	Not Applicable
Educational Design	<ul style="list-style-type: none"> Samples of learning activities and resources, assessment tasks and feedback mechanisms, learning environments designed, developed and deployed by the individual. Student experience data that speaks to the: (a) effectiveness of these in supporting their learning; (b) the influence of these on the approach that they take to learning. Expert pedagogical peer assessments of the quality and appropriateness of these designs 	<ul style="list-style-type: none"> Examples of collaborations with peers to review and revise the educational designs of <i>the subjects they teach</i> in light of developments in their discipline/ profession Examples of <i>new or revised educational resources</i> (e.g., text books, simulations) and/or <i>learning environments</i> (physical or virtual) developed by the individual, or in collaboration with peers, in light of <i>developments</i> in their <i>discipline/ profession</i> 	<ul style="list-style-type: none"> Examples of the individual's management of the scheduling, development, maintenance and/or deployment of the learning resources (e.g., reading lists, simulations, case studies, equipment, technology) and environments (physical and virtual - rooms, VLEs) that they employ in their subjects. Student experience data Testimonials from peers and expert subject assessors External quality verification reports 	
Reflective Practice	<ul style="list-style-type: none"> Examples of how the individual has improved their approach to facilitating learning through reflection on feedback from their students and peers. 	<ul style="list-style-type: none"> Examples of the changes made to the content, foci and purpose of <i>the subjects they teach</i>, in light of their ongoing analysis of <i>developments</i> in their <i>discipline/profession</i> 	<ul style="list-style-type: none"> Examples of the individual's approach to management of the business/administrative processes associated with student and peer review processes associated with the subjects they teach. 	
Scholarly Practice	<ul style="list-style-type: none"> Examples of participation in professional learning activities to share, examine and critique the thinking that underpins their approach to learning facilitation and reflective practice. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual that engage others in critical review of the currency of the <i>purposes, foci and content of the subjects they teach</i>, in light of <i>developments</i> in their <i>discipline/ profession</i> 	<ul style="list-style-type: none"> Examples of how the individual has managed the development, scheduling and running of professional learning activities of the type described for staff associated with the subjects they teach. 	

TF Positions (In addition to the evidence described above an individual in a TF position <i>might</i> also provide the following evidence)			
Learning Facilitation	<ul style="list-style-type: none"> Examples of how the individual has based their approach to the facilitation of student learning on scholarly, evidence-based research. Data showing sustained improvement in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to the facilitation of student learning. 	<ul style="list-style-type: none"> Examples of how the individual has influenced changes in the way others within and possibly beyond the programs in which they teach approach the facilitation of student learning. Testimonials from others who have changed their practices as a learning facilitator as a result of the individual's influence. School/Faculty/Institution prizes or awards for leading such change. 	<ul style="list-style-type: none"> Examples of the individual initiating and engaging their peers in ongoing processes to review, and where necessary advocate for more effective, business/administrative processes for facilitating learning in the subjects they teach Examples of improvements to business/administrative processes associated with facilitating learning, managed by the individual Data on the impact of these changes.
Educational Design	<ul style="list-style-type: none"> Examples of how the individual has based their approach to educational design on scholarly, evidence-based, research. Data showing sustained improvement in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to Educational Design. 	<ul style="list-style-type: none"> Examples of how the individual has influenced changes in the way others within and possibly beyond the programs in which they teach approach the facilitation of student learning. Testimonials from others have changed their practices as educational designers as a result of the individual's influence. School/Faculty/Institution prizes or awards for leading such change 	<ul style="list-style-type: none"> Examples of the individual initiating & engaging their peers in ongoing processes to review, and where necessary advocate for more effective, business/administrative processes in educational (re)design in the subjects they teach Examples of the changes to business/administrative processes associated with educational (re)design, managed by the individual Data on the impact of these changes.
Reflective Practice	<ul style="list-style-type: none"> Examples of how the individual has based their approach to the review and improvement of the quality and effectiveness of the ways in which they engage in the facilitation of learning and educational design, on scholarly, evidence-based, research. Data showing sustained improvement in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to Reflective Practice. 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond the programs in which they teach to adopt a scholarly, evidence based approach to the review and improvement of the quality and effectiveness of the ways in which they engage in the facilitation of learning and educational design. Testimonials from others who have changed their approach to reflective practice as a result of the individual's influence. School/Faculty/Institution prizes or awards for leading such change 	<ul style="list-style-type: none"> Examples of the individual initiating & engaging their peers in ongoing processes to review, and where necessary advocate for more effective, business/administrative processes to support the critical reflection necessary to improve learning facilitation and educational design in the subjects they teach Examples of changes to business/administrative processes associated with the processes of reflective practice, managed by the individual Data on the impact of these changes
Scholarly Practice	<ul style="list-style-type: none"> Examples of how the individual has engaged with the scholarship of teaching and learning as part of their ongoing professional development to improve their capability as an teacher practitioner. Enrolment in formal programs and courses (e.g., Beginning to Teach; Foundations in Teaching & Learning; Graduate Certificates in University Teaching programs,) Participation in reading groups with a focus on SOTL Scholarly contributions to meetings and conferences Prizes, awards, testimonials for scholarly practices in relation to teaching and learning. 	<ul style="list-style-type: none"> Examples of how the individual has engaged with the scholarship of teaching and learning as part of their ongoing professional development to improve their capability as an teacher leader Examples of contributions the individual has made to the design, development and/or delivery of professional development programs/activities/ services to improve the knowledge, skills, and capabilities of others within and possibly beyond the programs in which they teach, as effective, reflective teacher practitioners, leaders and managers. 	<ul style="list-style-type: none"> Examples of how the individual has engaged with the scholarship of teaching and learning as part of their ongoing professional development to improve their capability as an teacher manager. Examples of changes the individual has made to the management of the business/administrative processes associated with the subjects and possibly programs in which they teach on the basis of their engagement with and understanding of the scholarship of teaching and learning.

Evidence that might be used at LEVEL III – ASSISTANT PROFESSOR

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
RT Positions				
Learning Facilitation	<ul style="list-style-type: none"> Data concerning the subjects taught by the individual over the last 3 to 5 years (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.) Examples of the individual's approach to facilitating learning within and beyond the classroom. Student experience data over 3 to 5 years that speaks to the effectiveness of these approaches in influencing students' approaches to learning. Student examination and assessment results over 3 to 5 years benchmarked against other cohorts that speak to the effectiveness of these approaches in facilitating students' learning. Peer/mentor/supervisor reports on the quality, appropriateness, and effectiveness of the individual's approaches to facilitating student learning Prizes, awards and/or testimonials from students or peers for the quality and effectiveness of their approaches to the facilitation of learning. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers from within and possibly beyond their School in reviewing the approaches taken to facilitating student learning in the subjects and/or programs in which they teach, in light of advances/developments in the discipline/profession Schedules, agenda and participant lists for such activities Discussion/position papers developed by the individual to support such activities Comments in external expert peer review reports related to such activities. 	<ul style="list-style-type: none"> Examples of the individual developing and deploying: (a) Clear, timely accessible information for prospective students to assist decision-making regarding enrolment in the programs and/or subjects for which the individual is responsible. (b) Clear, timely accessible subject outlines/guides that provide students with information about the purpose, foci, content, learning activities, resources, environments, assessment, and schedules for all subjects in the programs for which the individual is responsible . Data concerning the ways in which the individual manages their availability to support students out of classroom times. Evidence of the provision of feedback to students in a manner that enables them to learn from it prior to them having to engage in or complete high stakes assessment tasks. Evidence of timely submission of all census, assessment, examination and other required data by designated dates. 	<ul style="list-style-type: none"> Information concerning the individual's FPMR including: <ol style="list-style-type: none"> a job description that outlines the nature and scope of the responsibilities associated with the position; the budget, staff, resources, equipment, and plant that must be managed; the key performance targets associated with the position a list of the programs and services for which the individual is responsible . Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible. Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services. Examples of plans for the development and delivery of the unit's educational programs and services Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans.
Educational Design	<ul style="list-style-type: none"> Samples of learning activities and resources, assessment tasks, feedback mechanisms, and learning environments designed, developed and deployed by the individual over the last 3 to 5 years. Student experience data over the last 3 to 5 years that speaks to the: (a) effectiveness of these designs in supporting student learning; (b) the influence of these designs on students' approach to learning. Expert pedagogical peer assessments of these designs. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers within and possibly beyond their School in reviewing the educational designs of the subjects and/or programs in which they teach in light of advances/developments in their discipline/ profession Schedules, agenda and participant lists for such activities Discussion/position papers developed by the individual to support such activities Comments in external expert peer review reports related to such activities 	<ul style="list-style-type: none"> Examples of the individual's effective management of the development, maintenance and/or deployment of the learning resources (e.g., reading lists, simulations, case studies, equipment, technology) and environments (physical and virtual - rooms, VLEs) that are employed in the subjects and/or programs for which the individual is responsible. Student experience data Testimonials from peers and expert subject assessors External quality verification reports 	<ul style="list-style-type: none"> Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible. Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees.
Reflective Practice	<ul style="list-style-type: none"> Examples over the last 3 to 5 years of how the individual has improved their teaching practice via critical evidence based reflection on feedback from their students and peers. Evaluation instruments and reports 	<ul style="list-style-type: none"> Examples of the changes made to the content, foci and purpose of the subjects and programs in which they teach, in light of student/peer feedback and advances/ developments in their discipline/profession. 	<ul style="list-style-type: none"> Examples of the individual's approach to management of the business/administrative processes associated with student and peer review processes in the subjects/ programs for which they are responsible. 	<ul style="list-style-type: none"> Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible.
Scholarly Practice	<ul style="list-style-type: none"> Examples over 3 to 5 years of how the individual has engaged with the scholarship of teaching and learning as part of their 	<ul style="list-style-type: none"> Examples of activities initiated by the individual that engage others in the critical review of the currency of the purposes, 	<ul style="list-style-type: none"> Examples of the individual's management of professional learning activities for those involved in teaching in the subjects 	<ul style="list-style-type: none"> Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement

	ongoing professional development to improve their capability as a teacher .	foci and content of the subjects and/or programs in which they teach, in light of advances/developments in their <i>discipline/ profession</i> .	and/or programs for which they are responsible. <ul style="list-style-type: none"> Schedules, agendas, resources and participant lists for such activities. 	projects or programs , as required, from time-to-time.
TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)				
Learning Facilitation	<ul style="list-style-type: none"> Examples over the last 3 to 5 years of how the individual has based their approach to the facilitation of student learning on scholarly, evidence-based research. 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their school to change their approach to the facilitation of student learning, in light of advances/developments in their <i>discipline/ profession</i>. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences within and possibly beyond their school by engaging others in processes to review and where necessary revise the <i>business/administrative processes for facilitating learning</i>. 	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> Examples over the last 3 to 5 years of how the individual has based their approach to educational design on scholarly, evidence-based, research. 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their school to change their approach to the design of learning activities, resources, environments, assessment and/or feedback mechanisms in light of advances/developments in the <i>discipline/profession</i>. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences within and possibly beyond their school by engaging others in processes to review, and where necessary revise the <i>business/administrative processes</i> associated with educational (re)design. 	
Reflective Practice	<ul style="list-style-type: none"> Examples over the last 3 to 5 years of how the individual has based their approach to the review and improvement of the quality and effectiveness of their teaching, on scholarly, evidence-based, research. Data over the last 5 to 7 years showing the impact of changes the educational designs and approaches to learning facilitation in the subjects /programs for which they are responsible, on student experience, learning outcomes, attrition and progression rates. 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their school, to change their approach to the review and improvement of the quality and effectiveness of their teaching in light of the individuals' increasing engagement with the scholarship of teaching and learning and advances/developments in the discipline/profession. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences within and possibly beyond their school by engaging others in processes to review and where necessary revise the <i>business/administrative processes</i> associated with ongoing critical reflection on teaching and learning. Data on the impact of these changes 	
Scholarly Practice	<ul style="list-style-type: none"> Examples over the last 3 to 5 years of how the individual has engaged with the scholarship of teaching and learning as part of their ongoing efforts to improve their capability as a scholarly reflective teacher practitioner, leader and manager. Scholarly contributions to meetings, conferences, journals Refereed journal articles and publications Research grants and income Testimonials and citations Prizes, awards, testimonials for scholarly practices in relation to teaching and learning. 	<ul style="list-style-type: none"> Examples of the individual: (a) engaging in/ disseminating the outcomes of scholarly research in teaching & learning within and possibly beyond their school and faculty; (b) contributing to the design, development and/or delivery of professional development programs/ activities/services (e.g., mentoring/coaching services) within and possibly beyond their School, to improve the knowledge, skills, and capabilities of others, as scholarly, reflective teacher practitioners, leaders, and managers. 	<ul style="list-style-type: none"> Examples of changes the individual has made to their management of the business/administrative processes associated with the subjects and programs in which they teach on the basis of their engagement with and understanding of the scholarship of teaching and learning. Data on the impact of these changes 	

Evidence that might be used at LEVEL IV – ASSOCIATE PROFESSOR

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
RT Positions				
Learning Facilitation	<ul style="list-style-type: none"> Data concerning the subjects the individual has taught over the last 5 to 7 years (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.) Examples of the individual's approach to facilitating learning within and beyond the classroom. Student experience data over 5 to 7 years that speaks to the effectiveness of these approaches in influencing students' approaches to learning. Student examination and assessment results over 5 to 7 years benchmarked against other cohorts that speak to the effectiveness of these approaches in facilitating students' learning. Peer/mentor/supervisor reports on the quality, appropriateness, and effectiveness of the individual's approaches to facilitating student learning Prizes, awards and/or testimonials from within & possibly beyond their school and faculty for the sustained quality and effectiveness of their approaches to the facilitation of learning. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers from within and beyond their School in reviewing the approaches taken to facilitating student learning in the subjects and/or programs in which they teach, in light of advances/ developments in the discipline/profession Schedules, agenda and participant lists for such activities Discussion/position papers developed by the individual to support such activities Testimonials from peers of the positive influence the individual has had on maintaining the currency of the purposes, foci and content of the subjects/ programs taught in their school and faculty. Comments in external expert peer review reports related to such activities.. 	<ul style="list-style-type: none"> Examples of the individual developing and deploying: (a) Clear, timely accessible information for prospective students to assist decision-making regarding enrolment in the programs and/or subjects for which the individual is responsible. (b) Clear, timely accessible subject outlines/guides that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for all subjects in the programs for which the individual is responsible. Data concerning the ways in which the individual manages their availability to support students out of classroom times. Evidence of the provision of feedback to students in a manner that enables them to learn from it prior to them having to engage in or complete high stakes assessment tasks. Evidence of timely submission of all census, assessment, examination and other required data by designated dates. 	<ul style="list-style-type: none"> Information concerning the individual's FPMR including: <ol style="list-style-type: none"> a job description that outlines the nature and scope of the responsibilities associated with the position; the budget, staff, resources, equipment, and plant that must be managed; the key performance targets associated with the position a list of the programs and services for which the individual is responsible . Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible. Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services. Examples of plans for the development and delivery of the unit's educational programs and services Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans.
Educational Design	<ul style="list-style-type: none"> Samples of learning activities and resources, assessment tasks, feedback mechanisms, and learning environments designed, developed and deployed by the individual over the last 5 to 7 years. Student experience data over the last 5 to 7 years that speaks to: (a) the effectiveness of these designs in supporting student learning; (b) the influence of these designs on students' approach to learning. Expert peer reviews of these designs. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers from within and beyond their school, in reviewing the educational designs of the subjects and programs for which they are responsible in light of advances/ developments in their discipline/profession Schedules, agenda and participant lists for such activities Discussion/position papers developed by the individual to support such activities Comments in external expert peer review reports related to such activities 	<ul style="list-style-type: none"> Examples of the individual's effective management of the development, maintenance and/or deployment of the learning resources (e.g., reading lists, simulations, case studies, equipment, technology) and environments (physical and virtual - rooms, VLEs) that are employed in the subjects and/or programs for which the individual is responsible. Student experience data Testimonials from peers and expert subject assessors External quality verification reports 	<ul style="list-style-type: none"> Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible. Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees.
Reflective Practice	<ul style="list-style-type: none"> Examples over the last 5 to 7 years of how the individual has improved their teaching practice via critical evidence based reflection on feedback from their students and peers. Evaluation instruments and reports 	<ul style="list-style-type: none"> Examples of the changes made to the content, foci and purpose of the subjects and programs in which they teach, in light of student/peer feedback and advances/ developments in their discipline/profession. 	<ul style="list-style-type: none"> Examples of the individual's management of the business/administrative processes associated with student and peer review processes associated with the subjects/programs for which they are responsible. 	<ul style="list-style-type: none"> Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible.
Scholarly Practice	<ul style="list-style-type: none"> Examples over 5 to 7 years of how the individual has engaged with the scholarship of teaching and learning as part of their 	<ul style="list-style-type: none"> Examples of activities initiated by the individual that engage others in the critical review of the currency of the purposes, 	<ul style="list-style-type: none"> Examples of the individual's management of professional learning activities for those involved in teaching in the 	<ul style="list-style-type: none"> Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement

	ongoing professional development to improve their capability as a teacher .	foci and content of the subjects and/or programs in which they teach, in light of advances/developments in their <i>discipline/ profession</i>	subjects/programs for which they are responsible. <ul style="list-style-type: none"> Schedules, agendas, resources and participant lists for such activities. 	projects or programs , as required, from time-to-time.
TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)				
Learning Facilitation	<ul style="list-style-type: none"> Examples over the last 5 to 7 years of how the individual has based their approach to the facilitation of student learning on scholarly, evidence-based research. Trials of new approaches to facilitating learning and associated evaluation data and findings 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their faculty to change their approach to the facilitation of student learning, in light of advances/developments in their <i>discipline/ profession</i>. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences in the subjects/ programs for which they are responsible by engaging others in processes to review, and where necessary revise the business/ administrative processes for facilitating learning. 	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> Examples over the last 5 to 7 years of how the individual has based their approach to educational design on scholarly, evidence-based, research. Trials of new educational designs and associated evaluation data and findings 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their faculty, to change their approach to the design of the learning activities, resources, environments, assessment and feedback mechanisms in light of student and peer feedback and advances/developments in the <i>discipline/profession</i>. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others in processes to review, and where necessary revise the business/ administrative processes associated with educational (re)design. 	
Reflective Practice	<ul style="list-style-type: none"> Examples over the last 5 to 7 years of how the individual has based their approach to the review and improvement of the quality and effectiveness of their teaching, on scholarly, evidence-based, research. Data over the last 5 to 7 years showing the impact of changes the individual has made to their educational designs and approaches to learning facilitation, on student experience, learning outcomes, attrition and progression rates. 	<ul style="list-style-type: none"> Examples of how the individual has influenced others within and possibly beyond their faculty to change their approach to the review and improvement of the quality and effectiveness of their teaching in light of the individuals' increasing engagement with the scholarship of teaching and learning and advances/ developments in the discipline/profession. 	<ul style="list-style-type: none"> Examples of how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others in processes to review, and where necessary revise the business/administrative processes associated with ongoing critical reflection on teaching and learning. Data on the impact of these changes 	
Scholarly Practice	<ul style="list-style-type: none"> Examples over the last 5 to 7 years of how the individual has engaged with the scholarship of teaching and learning as part of their ongoing efforts to improve their capability as a scholarly reflective teacher practitioner, leader and manager. Scholarly contributions to meetings, conferences, journals Refereed journal articles and publications Research grants and income Testimonials and citations Prizes, awards, testimonials for scholarly practices in relation to teaching and learning. 	<ul style="list-style-type: none"> Examples of the individual: (a) engaging in/ disseminating the outcomes of scholarly research in teaching & learning within and possibly beyond their discipline/profession nationally/internationally; (b) contributing to the design, development and/or delivery of professional development programs/ activities/services (e.g., mentoring/coaching services) within and possibly beyond their faculty to improve the knowledge, skills, and capabilities of others, as scholarly, reflective teacher practitioners, leaders, and managers. 	<ul style="list-style-type: none"> Examples of changes the individual has made to their management of the business and/or administrative processes associated with the subjects and programs in which they teach on the basis of their deep engagement with and understanding of the scholarship of teaching and learning. Data on the impact of these changes 	

Evidence that might be used at LEVEL V – FULL PROFESSOR

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
RT Positions				
Learning Facilitation	<ul style="list-style-type: none"> Data concerning the subjects the individual has taught over the last 7 years (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.) Examples of the individual's approach to facilitating learning within and beyond the classroom. Student experience data over the last 7 years that speaks to the effectiveness of these approaches in influencing students' approaches to learning. Student examination and assessment results over the last 7 years benchmarked against other cohorts that speak to the effectiveness of these approaches in facilitating students' learning. Peer/mentor/supervisor reports on the quality, appropriateness, and effectiveness of the individual's approaches to facilitating student learning Prizes, awards and/or testimonials from within & possibly beyond their faculty and institution for the sustained quality and effectiveness of their approaches to the facilitation of learning. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers from within and possibly beyond their School, faculty and institution in reviewing the approaches taken to facilitating student learning in the subjects and/or programs in which they teach, in light of advances/developments in the discipline/profession Schedules, agenda and participant lists for such activities Discussion/position papers developed by the individual to support such activities Testimonials from peers within and beyond their institution of the positive influence the individual has had on maintaining the currency of the purposes, foci and content of the subjects/ programs taught in their school, faculty and institution. Comments in external expert peer review reports related to such activities.. 	<ul style="list-style-type: none"> Examples of the individual developing and deploying: (a) Clear, timely accessible information for prospective students to assist decision-making regarding enrolment in the programs and/or subjects for which the individual is responsible. (b) Clear, timely accessible subject outlines/guides that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for all subjects in the programs for which the individual is responsible. Data concerning the ways in which the individual manages their availability to support their students out of classroom times. Evidence of the provision of feedback to students in a manner that enables them to learn from it prior to them having to engage in or complete high stakes assessment tasks. Evidence of timely submission of all census, assessment, examination and other required data by designated dates. 	<ul style="list-style-type: none"> Information concerning the individual's FPMR including: <ol style="list-style-type: none"> a job description that outlines the nature and scope of the responsibilities associated with the position; the budget, staff, resources, equipment, and plant that must be managed; the key performance targets associated with the position a list of the programs and services for which the individual is responsible . Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible. Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services. Examples of plans for the development and delivery of the unit's educational programs and services Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans. Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible. Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees. Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible. Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement
Educational Design	<ul style="list-style-type: none"> Samples of learning activities and resources, assessment tasks, feedback mechanisms, and learning environments designed, developed and deployed by the individual over the last 7 years. Student experience data over the last 7 years that speaks to: (a) the effectiveness of these designs in supporting student learning; (b) the influence of these designs on students' approach to learning. Expert peer reviews of these designs. 	<ul style="list-style-type: none"> Examples of activities initiated by the individual to engage peers from within and beyond their School, faculty and institution, in reviewing the educational designs of the subjects and programs for which they are responsible in light of advances/developments in their discipline/profession Schedules, agenda and participant lists Discussion/position papers developed by the individual to support such activities Comments in external expert peer review reports related to such activities 	<ul style="list-style-type: none"> Examples of the individual's effective management of the development, maintenance and/or deployment of the learning resources (e.g., reading lists, simulations, case studies, equipment, technology) and environments (physical and virtual - rooms, VLEs) that are employed in the subjects and/or programs for which the individual is responsible. Student experience data Testimonials from peers and expert subject assessors External quality verification reports 	<ul style="list-style-type: none"> Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible. Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees. Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible. Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement
Reflective Practice	<ul style="list-style-type: none"> Examples over the last 7 years of how the individual has improved their teaching practice via critical evidence based reflection on feedback from their students and peers. Evaluation instruments and reports 	<ul style="list-style-type: none"> Examples of the changes made to the content, foci and purpose of the subjects and programs in their school, faculty or institution in light of student/peer feedback and advances/developments in their discipline/profession. 	<ul style="list-style-type: none"> Testimonials as to the quality of the individual's management of the business/administrative processes associated with student and peer review processes in the subjects and programs for which they are responsible. 	<ul style="list-style-type: none"> Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible. Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement
Scholarly Practice	<ul style="list-style-type: none"> Examples over the last 7 years of how the individual has engaged with the scholarship of teaching and learning within and beyond 	<ul style="list-style-type: none"> Examples of activities initiated by the individual that engage others in reviewing the currency of the purposes, foci and 	<ul style="list-style-type: none"> Examples of the individual's expertise in management of professional learning activities for those involved in teaching in the 	<ul style="list-style-type: none"> Examples of the individual's influence and impact on the development of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for which they are responsible. Examples of effective leadership and management of program, school, or faculty learning and teaching enhancement

	<i>their discipline/profession</i> as part of their ongoing professional development to improve their capability as a <i>teacher</i> .	<i>content of the subjects and/or programs offered</i> within and beyond their faculty, in light of advances/developments in their <i>discipline/profession</i>	<i>subjects/programs</i> for which they are responsible. <ul style="list-style-type: none"> Schedules, agendas, resources and participant lists for such activities. 	<i>projects or programs</i> , as required, from time-to-time.
TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)				
Learning Facilitation	<ul style="list-style-type: none"> Examples <i>over the last 7 years</i> of how the individual has based their approach to the <i>facilitation of student learning on scholarly, evidence-based research</i>. Testimonials for expertise in regard to same Trials of new approaches to facilitating learning and associated evaluation data and findings 	<ul style="list-style-type: none"> Examples of how the individual has <i>influenced others within and beyond their institution to change their approach to the facilitation of student learning</i>, in light of advances/developments in the scholarship of teaching and learning and/or their <i>discipline/profession</i>. 	<ul style="list-style-type: none"> Examples of <i>how the individual has improved students' learning experiences in the subjects/programs for which they are responsible by engaging others</i> in processes to <i>review, and where necessary revise the business/administrative processes for facilitating learning</i>. 	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> Examples <i>over the last 7 years</i> of how the individual has based their approach to <i>educational design on scholarly, evidence-based, research</i>. Testimonials for expertise in regard to same Trials of new educational designs and associated evaluation data and findings 	<ul style="list-style-type: none"> Examples of how the individual has <i>influenced others within and beyond their institution, to change their approach to the design of learning activities, resources, environments, assessment and feedback mechanisms in light of advances/developments</i> in the scholarship of teaching and learning and/or their <i>discipline/profession</i>. 	<ul style="list-style-type: none"> Examples of <i>how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others</i> in processes to <i>review, and where necessary revise the business/administrative processes associated with educational (re)design</i>. 	
Reflective Practice	<ul style="list-style-type: none"> Examples <i>over the last 7 years</i> of how the individual has <i>based their approach to the review and improvement of the quality and effectiveness</i> of their teaching, <i>on scholarly, evidence-based, research</i>. Data <i>over the last 7 years</i> showing the <i>impact of changes the individual has made to their educational designs and approaches to learning facilitation, on student experience, learning outcomes, attrition and progression rates</i>. 	<ul style="list-style-type: none"> Examples of how the individual has <i>influenced others within and beyond their institution to change their approach to the review and improvement of the quality and effectiveness</i> of their <i>teaching</i> in light of advances/developments in the scholarship of teaching and learning and/or their <i>discipline/profession</i>. Data on the impact of these changes 	<ul style="list-style-type: none"> Examples of <i>how the individual has improved students' learning experiences within and possibly beyond their institution, by engaging others</i> in processes to <i>review, and where necessary revise the business/administrative processes associated with ongoing critical reflection on teaching and learning</i>. Data on the impact of these changes 	
Scholarly Practice	<ul style="list-style-type: none"> Examples <i>over the last 7 years</i> of how the individual has <i>engaged with the scholarship of teaching and learning</i> as part of their ongoing efforts to improve their capability as a <i>scholarly reflective teacher practitioner, leader and manager</i>. Scholarly <i>contributions</i> to meetings, conferences, journals Refereed journal articles and publications Research grants and income Testimonials and citations Prizes, awards, testimonials for <i>scholarly practices</i> in relation to teaching and learning. 	<ul style="list-style-type: none"> Examples of the individual: <ul style="list-style-type: none"> (a) <i>engaging in/ disseminating the outcomes of scholarly research</i> in teaching & learning <i>within and beyond their institution, discipline/profession nationally/internationally</i>; (b) contributing to the <i>design, development and/or delivery of professional development programs/ activities/services</i> (e.g., mentoring/coaching services) <i>within and beyond their institution</i> to improve the <i>knowledge, skills, and capabilities of others</i>, as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>. 	<ul style="list-style-type: none"> Examples of changes the individual has made to their management of the <i>business and/or administrative processes</i> associated with the <i>subjects and programs in which they teach</i> on the basis of their <i>expert</i> understanding of the <i>scholarship of teaching and learning</i>. Data on the impact of these changes 	

Glossary

The following are terms used throughout this document. Whilst we recognize that terms may have varied interpretations in different local contexts, this glossary provides a consistent and specific account of how we have interpreted these in the creation of the TSF.

Accomplished

An individual is deemed to be an *accomplished teacher* when they can provide evidence of a sustained capacity for high quality teaching, underpinned by a deep knowledge of scholarly, evidence-based thinking that produces high quality learning outcomes and experiences for students, within their discipline or profession.

Assistant Professor

A tenure track position in a higher education institution that requires the incumbent to assume significant responsibilities for teaching including those of the teacher practitioner, teacher leader and teacher manager.

Associate Professor

A continuing, tenured position in a higher education institution that requires the incumbent to demonstrate considerable leadership in fulfilling the responsibilities of a scholarly, reflective evidence based teacher practitioner, teacher leader and teacher manager.

Discipline

A branch of knowledge, study, enquiry and research that is strongly associated with a given scholastic subject area or business unit within a higher education institution. For example, the disciplines of mathematics, physics and chemistry are strongly associated with the scholastic subject area of Science and are critical disciplines underpinning the work in faculties like medicine and engineering.

Educational Design

That dimension of teaching that involves designing, developing & deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments to enable and support learning.

Effective

An individual is deemed to be an *effective teacher* when they can provide evidence of a sustained capacity for quality teaching, underpinned by scholarly, reflective, evidence-based thinking that produces high quality learning outcomes and experiences for students, within their discipline or profession.

Esteem

The respect in which an individual is held based upon their achievements, performance, contributions or abilities.

Evidence

The available body of facts or information indicating whether a belief or proposition is true or valid.

Expert

An individual is deemed to be an *expert teacher* when they can provide evidence of a sustained capacity for high quality teaching, underpinned by a deep knowledge of the scholarship of learning and teaching that produces high quality learning outcomes and experiences for students, within and beyond their discipline or profession.

Faculty

The name given to the largest of the constituent business units of a higher education institution associated with a broad area of scholarly interest (e.g., Medicine, Law, Education or Engineering).

Full Professor

A continuing, tenured position in a higher education institution that requires the incumbent to demonstrate expert, scholarly, reflective, and evidence-based leadership in fulfilling the responsibilities of a teacher practitioner, teacher leader and teacher manager.

Impact

The objective measurable change in or effect on those things to which teaching, either as a practitioner, leader or manager, is directed - improvements in student learning outcomes; student experience /satisfaction of/with learning, teaching, curricula, or the organisational (administrative, technological, physical, social or cultural) conditions in support of same. For example, impact might be evidenced by increase in student satisfaction; shifts in students' grades; growth in the number of staff adopting a standards-based approach to assessment; increased use of new learning and teaching environments).

Indicator

A thing that indicates the state or level of something. For example, teaching indicators are things that indicate the particular condition of an individual's teaching at a specific point in time.

Influence

The effect that an individual has on another's thinking, practice or development as a teacher (e.g., a colleague changes their approach to the provision of assessment feedback as a result the individual's advocacy for the change). Influence could therefore be evidenced by: narratives or testimonials from others; copies of personal statements of teaching philosophy; curriculum artefacts; evaluation strategies/instruments; and/or scholarly articles/presentations

Learning Facilitation

That dimension of teaching that involves engaging, challenging, scaffolding, supporting and providing students with feedback on their learning.

Lecturer

An entry level, non-tenured, often full-time teaching position, in a higher education institution that requires the incumbent to assume significant responsibilities for teaching including those of the teacher practitioner, teacher leader and teacher manager.

Program

The body of work that must be satisfactorily completed for a qualification (e.g., a diploma or degree) to be awarded.

Recognition

Is the appreciation someone shows for another's achievements, performance, contributions or abilities.

Reflective Practice

That dimension of teaching that involves the analysis of data to inform ongoing efforts to assure and improve the quality of one's teaching, student learning & curricula.

Research and Teaching (RT) Positions

Positions that incorporate expectations of *substantive contributions to both disciplinary research and teaching* related activities. Typically, 40% of a full-time workload is devoted to each of these activities, with the balance (20%) taken up with institutional- or community-service related activities. Such positions carry expectations of *significant contributions to research through supervision, publications and leadership in relation to the development of the discipline, and excellence in relation to teaching within the normative practices of the discipline*. RT positions may or may not be tenured and/or continuing in nature, and are identified by a variety of different job titles (e.g., Lecturer, Senior Lecturer, Assistant/Associate/Full Professor) within and across institutions.

Scholarly Practice

That dimension of teaching that involves engaging in and with, and/or contributing to, the scholarship of teaching and learning (SOTL) through the dissemination of teaching approaches and /or enhancements.

School

The name given to the constituent business units of a Faculty within a higher education institution. Typically, Schools focus on studies in particular components (e.g., Public Health or Mechanical Engineering) of broader areas of scholarly interest (e.g., Medicine or Engineering). Sometimes called a department or discipline.

Scope of Influence

The extent to which an individual is able to influence or affect the thinking, practice, or development of others (e.g., the individual was able to influence colleagues within and beyond their own institution).

Standard

A level of quality or attainment.

Subject

The name given to the components of the program of studies that must be satisfactorily completed for the award of a qualification (diploma or degree). Sometimes called a course, topic, or module.

Sustainability

The ability to maintain a certain rate or level of performance and/or contribution over time.

Teacher Leader

The focus of the *Teacher Leader* is on the work the individual does in any of the four key areas or dimensions of teaching (Learning Facilitation, Educational Design, Reflective or Scholarly Practice) to *influence and support others to innovate or change their practice* in any of these areas of teaching.

Teacher Manager (FPMR)

The focus of the *Teacher Manager* role, for individuals occupying a Formal Position of Management Responsibility (FPMR) in relation to teaching beyond those of a Subject convener, is on the work the individual does to create and maintain organisational conditions to enable and support learning and teaching within the organizational unit(s) for which they are responsible.

Teacher Manager (NFPMR)

The focus of the *Teacher Manager* role for individuals with No Formal Position of Management Responsibility (NFPMR) beyond those of a Subject convener, is on the work the individual does to create and maintain organisational conditions necessary to enable and support learning and teaching within the Subject for which they are responsible.

Teacher Practitioner

The focus of the Teacher Practitioner is on the work the individual does in any of the four key areas or dimensions of teaching (Learning Facilitation, Educational Design, Reflective or Scholarly Practice) to *facilitate and support the learning of their students*

Teaching Focused (TF) Positions

Positions that require *significantly larger* contributions to *teaching and teaching related activities* than to *disciplinary research*. Typically, 60 to 80% of full-time workload is devoted to teaching and teaching related activities with the balance taken up with disciplinary research and/or institutional- or community-service. Such positions carry expectations of *significant leadership* in the *enhancement of teaching and learning* and in the *management of the organizational environments that support and/or enable high quality learning and teaching*, through the adoption of *scholarly, evidence based approaches*. TF positions may or may not be tenured and/or continuing in nature, and are identified by a variety of different job titles (e.g., Instructor, Lecturer, Assistant/Associate/Full Professor) within and across institutions.

Tutor

A non-tenured, usually part-time and fixed-term position in a higher education institution that requires the incumbent to assume the responsibilities of teacher practitioner for one or more cohorts of students enrolled in a subject offered and managed by a more senior individual.

