

Teaching Expertise Framework (TEF) summary

Key learning outcomes

1. SUPPORTING STUDENT LEARNING			
<i>Teaching that places learning at its centre.</i>			
	EXPLORE <i>Growth of self in a local context</i>	ENGAGE <i>Actively participates in, implements new strategies, seeks out opportunities</i>	ENHANCE <i>Contributes to the growth of others and of the field, expands upon knowledge</i>
1.1 HOW STUDENTS LEARN <i>Principles of learning in higher education.</i>	<ul style="list-style-type: none"> • Knows how students learn, both generally and within their disciplinary area(s) • Is familiar with current principles and theories of what constitutes effective learning in higher education as outlined in HELF • Adopts a student-centred approach to teaching. 	<ul style="list-style-type: none"> • Identifies effective strategies to help students learn. 	<ul style="list-style-type: none"> • Creates opportunities for colleagues to become aware of the conditions that effectively support student learning.
1.2 STUDENT OUTCOMES <i>Student and graduate outcomes beyond core discipline knowledge.</i>	<ul style="list-style-type: none"> • Knows and understands graduate outcomes specific to the field of study • Identifies the multiple pathways students take after graduation. 	<ul style="list-style-type: none"> • Engages with UQ's current strategic student outcomes, graduate attributes and program specific outcomes • Acknowledges the wider context in which higher education operates, recognising the implications for professional practice for graduates. 	<ul style="list-style-type: none"> • Engages with external partners and UQ community in a cycle of continuous review and development of program outcomes • Support/leading colleagues in the embedding of employability skills within the curriculum.
1.3 INCLUSIVE PRACTICE <i>Adopting inclusive teaching approaches that support all students within diverse contemporary classrooms.</i>	<ul style="list-style-type: none"> • Respects individual learners and diverse learning communities • Ensures reasonable and equitable adjustments for eligible students • Is aware of strategies to help students understand their cultural and identity positioning. 	<ul style="list-style-type: none"> • Develops educational experiences with diverse learners in mind • Ensures that the design of all teaching, learning and assessment experiences are accessible and fair to all learners. 	<ul style="list-style-type: none"> • Shares and models effective and inclusive teaching and learning strategies and resources that cater for diverse learning needs • Actively builds a strong sense of belonging in curriculum, pedagogy and assessment for all.

2. CURRICULUM AND ASSESSMENT

Aligned, purposeful design of learning that enables all students to be active participants in their learning.

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2.1 CURRICULUM <i>Structure, scaffolding, rules, content knowledge, learning outcomes, learning standards, cultural considerations, and graduate attributes.</i>	<ul style="list-style-type: none"> • Designs and plans learning activities at a class, module or course level • Develops effective learning environments and approaches to support and guide learners. 	<ul style="list-style-type: none"> • Designs and plans learning activities at a course, plan or major level • Develops and intentionally aligns course components (i.e., learning goals, learning activities, assessment strategies) • Designs learning activities that engage students and encourages them to apply their learning in novel contexts. 	<ul style="list-style-type: none"> • Designs and plans learning activities at a program level • Actively contributes to program level curriculum development and review processes • Explores novel approaches to curriculum design such as micro-credentialing, MOOCS, dynamic scheduling etc. • Innovates teaching and learning approaches.
2.2 ASSESSMENT <i>Judgement, measurement of learning, documentation of academic readiness, learning progress, skill acquisition assessment design that enables and measures authentic learning.</i>	<ul style="list-style-type: none"> • Effectively assesses and gives feedback to learners • Is aware of the university's values and principles of assessment • Is aware of and uses academic integrity processes • Is aware of and/or participate in moderation processes. 	<ul style="list-style-type: none"> • Is aware of and uses appropriate methods for assessment in the discipline area at course level including authentic assessment strategies • Draws on multiple approaches to designing inclusive assessment tasks that appropriately assess course learning outcomes, including ensuring fair and appropriate group/team assessment • Engages with peers in moderating, reviewing and refining assessment tasks as part of curriculum review processes. 	<ul style="list-style-type: none"> • Enhances existing approaches to assessment and/or develops new assessment strategies • Leads development of whole-of-program approaches to assessment • Models sound assessment behaviours.

3. PEDAGOGY

*Method and practice of teaching, teaching strategies, teaching actions, learning activities, understandings of students and their needs.
Integrated, blended teaching approaches that support learning*

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3.1 APPROACHES TO TEACHING <i>General principles, pedagogy and management strategies appropriate for the discipline and learning context</i>	<ul style="list-style-type: none"> • Is aware of and uses appropriate methods for teaching and learning in the discipline area at course level • Recognises that there are multiple ways to design learning experiences and engage with students in the classroom, online and through independent study. 	<ul style="list-style-type: none"> • Utilises and expands the use of novel learning experiences such as WIL, research-lead teaching, inquiry-based learning, global experiences, enterprise-learning and digital learning strategies • Utilises experiential and collaborative learning processes • Makes use of relevant contemporary pedagogical approaches to meet students' learning needs. 	<ul style="list-style-type: none"> • Drives the development of new teaching spaces to enhance student learning • Makes use of relevant contemporary pedagogical approaches to meet students' learning needs including digital learning strategies.
3.2 SITES OF LEARNING <i>The virtual, physical and social learning spaces that are flexible and engage students in peer and collaborative learning and learning with partners internal/external to UQ.</i>	<ul style="list-style-type: none"> • Becomes aware of a range of learning tools and learning spaces • Is aware of and uses the UQ Learning Management System (LMS) effectively • Enables students to operate in a digital environment. 	<ul style="list-style-type: none"> • Engages with new forms of learning tools, modes and learning spaces to provide a flexible learning environment • Selects, develops and/or trials new tools, sites and learning approaches. 	<ul style="list-style-type: none"> • Promotes and contributes to a university-wide culture of learning in a digital environment • Selects, develops and/or trials new digital learning tools • Supports others to adopt more effective approaches to using learning in physical and virtual spaces.
3.3 PARTNERSHIP <i>Connecting students as partners, partnering with industry and community, working in collaboration with UQ partners</i>	<ul style="list-style-type: none"> • Recognises the value of student contributions to improving the teaching and learning experience. 	<ul style="list-style-type: none"> • Seeks and makes use of student feedback in developing courses, learning activities and assessment • Works in partnership with students in co-creation in discipline-based research, curriculum and pedagogy which encourage active and collaborative learning. 	<ul style="list-style-type: none"> • Facilitates staff engagement with collaborators including students and partners outside the university environment • Seeks out connections with research, student, community and industry partners • Builds networks and communities around learning that include internal and external stakeholders.

4. ENGAGEMENT AND REFLECTION

Awareness that improving learning is an ongoing process

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<p>4.1 REFLECTIVE PRACTITIONER</p> <p><i>Ongoing process of self-examination and reflection, openness to and exploration of various dimensions of difference and a commitment to learn about and teach from various perspectives.</i></p>	<ul style="list-style-type: none"> • Recognises and reflects on the teaching and learning approaches that are typically used in one's discipline or one's own practice • Begins to articulate beliefs and/or philosophy about teaching and learning • Develops an awareness of and ensures teaching practices align with university policy and processes. 	<ul style="list-style-type: none"> • Engages with the literature to design and implement new teaching and learning approaches and activities • Collects feedback at various times (e.g. mid-semester, end of term) from a variety of sources (e.g. students, peers, self-reflection) and adjusts teaching practices accordingly • Develops a teaching philosophy and begins to gather artefacts and materials for a dossier that captures and documents one's effectiveness and growth. 	<ul style="list-style-type: none"> • Formally and informally shares course materials and teaching approaches with colleagues (so others can learn) • Has an established teaching philosophy and portfolio that is shared with colleagues • Shares evidence-informed practices and theories of teaching and learning including through publication, webinar, creation of innovative resources.
<p>4.2 CONTINUAL PROFESSIONAL LEARNING</p> <p><i>Expert teachers engage in continuing professional development in subjects/disciplines and their pedagogy.</i></p>	<ul style="list-style-type: none"> • Knows and understands that teaching expertise is developed over time and always evolving • Participates in opportunities to enhance educational skills and abilities (e.g. through workshops, courses, books, mentorship, coaching). 	<ul style="list-style-type: none"> • Engages in continuing professional development in disciplines and their pedagogy, incorporating research, scholarship and the evaluation of teaching into teaching practices • Critically reflects and documents professional learning and development (e.g. in discussions with colleagues, to self-assess, to incorporate into practice, to include in annual reviews, tenure and promotion processes, awards, teaching portfolios) • Applies learning to practice and critically reflects on that experience. 	<ul style="list-style-type: none"> • Contributes to professional learning of others (e.g. offers workshops, forums, facilitates communities of practice, mentorship, coaching) • Continues engaging in professional learning.

5. LEADERSHIP AND INQUIRY

Initiating, developing and leading innovative evidence-based practice that impacts educational strategy and culture.

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5.1 EDUCATIONAL LEADERSHIP	<ul style="list-style-type: none"> Builds internal collaborations to strengthen the student experience Coordinates student cohorts, classes, modules or courses Participates in a range of student learning experiences. 	<ul style="list-style-type: none"> Actively participates in programs and institutional processes, surveys, and strategy sessions related to teaching and learning Appreciates the impact of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching Coordinates courses and participates in a range of student experiences Leads courses, plans and/or programs. 	<ul style="list-style-type: none"> Leads strategic development and implementation of significant teaching and learning initiatives at a variety of levels (e.g. departmental, faculty, university, national, international) Creates and leads initiatives to help colleagues strengthen their teaching practices Holds formal leadership roles that advance teaching and learning (e.g., committees, curricular reviews, working groups) Inspires others to enhance their teaching and learning abilities through advocacy, mentorship, and writing.
5.2 SCHOLARLY INQUIRY <i>Development of teaching expertise through research, scholarship, and inquiry</i>	<ul style="list-style-type: none"> Asks questions about students' learning and its relationship to teaching Engages with discipline-based educational research literature. 	<ul style="list-style-type: none"> Uses evidence-informed approaches and the outcomes from research, scholarship and continuing professional development Applies discipline-based educational research to improve teaching practice and one's students' learning Collects evidence of the students' learning to answer questions Participates in local conferences and events to share knowledge related to teaching and learning. 	<ul style="list-style-type: none"> Mentors peers in research, scholarship, and inquiry Develops both approaches to teaching and teaching practices that are informed by research, critical reflection (e.g., examining one's own context and assumptions), and discussions with peers Contributes to the knowledge and practices of the broader academic community through dissemination of scholarly output Positioned to lead further T&L innovation at UQ attracting funding and national/ international exposure.