### Teaching Expertise Framework (TEF) summary

#### Key learning outcomes

<table>
<thead>
<tr>
<th>1. SUPPORTING STUDENT LEARNING</th>
<th>EXPLORE</th>
<th>ENGAGE</th>
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</tr>
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<tbody>
<tr>
<td>Teaching that places learning at its centre.</td>
<td>Growth of self in a local context</td>
<td>Actively participates in, implements new strategies, seeks out opportunities</td>
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#### 1.1 HOW STUDENTS LEARN

**Principles of learning in higher education.**

- 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.

**Identifies effective strategies to help students learn.**

- Creates opportunities for colleagues to become aware of the conditions that effectively support student learning.

#### 1.2 STUDENT OUTCOMES

**Student and graduate outcomes beyond core discipline knowledge.**

- Knows and understands graduate outcomes specific to the field of study
- Identifies the multiple pathways students take after graduation.

**Engages with UQ’s current strategic student outcomes, graduate attributes and program specific outcomes**

- 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.

**Engages with external partners and UQ community in a cycle of continuous review and development of program outcomes**

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- Support/leading colleagues in the embedding of employability skills within the curriculum.

#### 1.3 INCLUSIVE PRACTICE

**Adopting inclusive teaching approaches that support all students within diverse contemporary classrooms.**

- 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.

**Develops educational experiences with diverse learners in mind**

- 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

Structure, scaffolding, rules, content knowledge, learning outcomes, learning standards, cultural considerations, and graduate attributes.

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<tr>
<th>Designs and plans learning activities at a class, module or course level</th>
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<td>Develops effective learning environments and approaches to support and guide learners.</td>
<td>Develops and intentionally aligns course components (i.e., learning goals, learning activities, assessment strategies)</td>
<td>Actively contributes to program level curriculum development and review processes</td>
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<td>Designs learning activities that engage students and encourages them to apply their learning in novel contexts.</td>
<td>Explores novel approaches to curriculum design such as micro-credentialing, MOOCs, dynamic scheduling etc.</td>
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<td>Innovates teaching and learning approaches.</td>
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### 2.2 ASSESSMENT

Judgement, measurement of learning, documentation of academic readiness, learning progress, skill acquisition assessment design that enables and measures authentic learning.

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<th>Effectively assesses and gives feedback to learners</th>
<th>Is aware of and uses appropriate methods for assessment in the discipline area at course level including authentic assessment strategies</th>
<th>Enhances existing approaches to assessment and/or develops new assessment strategies</th>
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<td>Is aware of the university’s values and principles of assessment</td>
<td>Draws on multiple approaches to designing inclusive assessment tasks that appropriately assess course learning outcomes, including ensuring fair and appropriate group/team assessment</td>
<td>Leads development of whole-of-program approaches to assessment</td>
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<td>Is aware of and uses academic integrity processes</td>
<td>Engages with peers in moderating, reviewing and refining assessment tasks as part of curriculum review processes.</td>
<td>Models sound assessment behaviours.</td>
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<td>Is aware of and/or participate in moderation processes.</td>
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### 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

**General principles, pedagogy and management strategies appropriate for the discipline and learning context**

- 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.
- 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.
- 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

**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.**

- 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.
- 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.
- 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

**Connecting students as partners, partnering with industry and community, working in collaboration with UQ partners**

- Recognises the value of student contributions to improving the teaching and learning experience.
- 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.
- 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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### 4.1 REFLECTIVE PRACTITIONER

**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.**

- 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.

- 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.

### 4.2 CONTINUAL PROFESSIONAL LEARNING

**Expert teachers engage in continuing professional development in subjects/disciplines and their pedagogy.**

- 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).

- 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.

- 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.

- 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

- Builds internal collaborations to strengthen the student experience
- Coordinates student cohorts, classes, modules or courses
- Participates in a range of student learning experiences.

- 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.

- 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
**Development of teaching expertise through research, scholarship, and inquiry**

- Asks questions about students’ learning and its relationship to teaching
- Engages with discipline-based educational research literature.

- 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.

- 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.