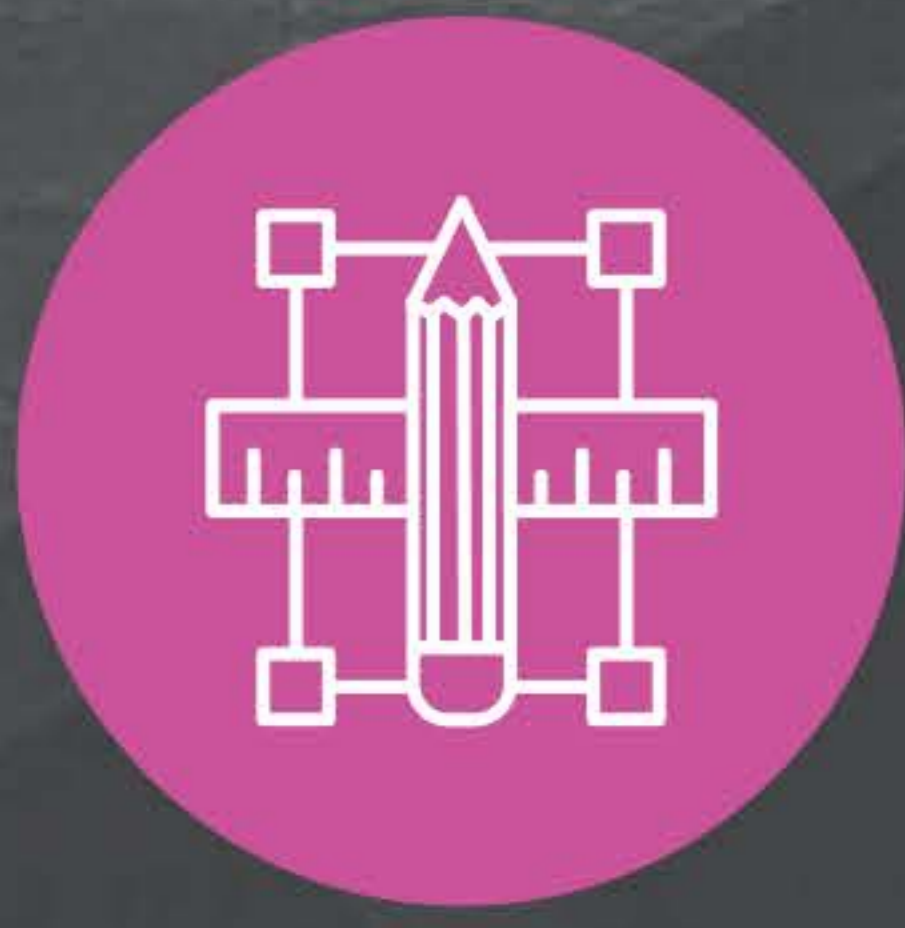




LEAD

Deakin Teaching Capability Framework



PSF Areas of Activity

A1 LEARNING DESIGN	A2 TEACH AND SUPPORT LEARNING	A3 ASSESSMENT AND FEEDBACK
<p>Provide leadership to teaching teams in curriculum development to improve learning experiences.</p> <p>Ensure that learning experiences meet external requirements such as the Higher Education Standards Framework (HESF) and professional accreditation.</p> <p>Negotiate and create effective and collaborative team relationships to enhance the overall educational design, student experience and outcomes.</p> <p>Support the development of innovation in curriculum and learning design within teaching teams.</p>	<p>Provide leadership to teaching teams to support teaching practice in a range of contexts.</p> <p>Encourage and provide for capability activities, support and processes to improve teaching practice.</p> <p>Support the development of innovation in teaching practice.</p>	<p>Ensure appropriate variety and balance of assessment tasks and feedback practice across a course, which support learners to develop evaluative judgement.</p> <p>Lead the implementation of course level assessment and feedback practices including the potential for capstone and signature assessment and initiatives to support academic integrity.</p> <p>Lead assessment panels and moderation processes.</p> <p>Encourage and provide for capability building activities to improve assessment and feedback practices.</p>
A4.1 LEARNING ENVIRONMENTS	A4.2 STUDENT SUPPORT AND GUIDANCE	A5 PD, RESEARCH AND SCHOLARSHIP
<p>Implement practices to ensure learning environments are accessible and inclusive across courses, disciplines or faculties.</p> <p>Encourage and provide for capability building activities to develop effective learning environments that support diverse learning opportunities and collaboration among learners, teachers and communities.</p>	<p>Provide appropriate course level structure to support scaffolded learning, building toward the achievement of graduate learning outcomes.</p> <p>Employ, mentor and support teaching staff (including sessional staff).</p> <p>Implement avenues of student support across courses, disciplines or faculties.</p>	<p>Lead the engagement, application and contribution to research in learning and teaching at a course, discipline or faculty level.</p> <p>Lead the evaluation of practice and innovation through evidence and evaluation frameworks at the course and unit level.</p> <p>Contribute to and lead professional bodies and communities of practice in teaching and learning.</p> <p>Engage in relevant capability building activities in teaching and learning leadership.</p> <p>Reflect and develop own leadership philosophy.</p>



PSF Core Knowledge

K1 DISCIPLINE KNOWLEDGE	K2 TEACHING PRACTICE	K3 HOW STUDENT LEARN
<p>Discipline based content requirements for accreditation and professional bodies.</p> <p>Connections between discipline and other areas in the university.</p> <p>Trends in discipline area including threshold concepts.</p>	<p>Current teaching practices in the discipline.</p> <p>A variety of teaching approaches across the course to support unit level outcomes.</p> <p>Ways to ensure that the design of the units take into consideration the work required by the teaching staff to deliver.</p> <p>Reflect and develop own leadership philosophy.</p>	<p>The implications of learners' discipline backgrounds on the unit or course design.</p> <p>Ways to sequence content across a course to enable appropriate development of concepts and assessment of learning over a course.</p>
K4 LEARNING TECHNOLOGIES	K5 EVALUATING YOUR TEACHING	K6 QUALITY ASSURANCE AND ENHANCEMENT
<p>Application of innovative, accessible and inclusive educational technologies to course and unit design and delivery.</p> <p>Assessment of emerging technologies for teaching and learning and their alignment to course and unit design and delivery.</p>	<p>Course evaluation at a national, institutional and discipline level using a variety of evidence and analytics.</p> <p>The use of benchmarking activities across courses and institutions.</p> <p>Methods that validate approaches of data collection and validation.</p>	<p>Standards of external accreditation bodies and University legislation, policies and rules including benchmarking.</p> <p>Use of student feedback and results and strategies to respond to issues.</p> <p>Course review processes including contribution to Course Advisory Boards.</p> <p>Policy reviews and policy development.</p>



PSF Professional Values

V1 RESPECT DIVERSE LEARNERS	V2 PROMOTE PARTICIPATION & EQUALITY	V3 USE EVIDENCE-INFORMED APPROACHES	V4 ACKNOWLEDGE THE WIDER CONTEXT
<p>Translate and promote inclusive and accessible teaching and assessment practices to teaching teams.</p> <p>Raise awareness and build capacity in creating learning activities, resources, and assessments that foster learners' indigenous and other cultural competence.</p> <p>Reflect diversity in course and unit staffing.</p> <p>Provide appropriate scaffolding to support a range of student abilities within a course.</p> <p>Provide opportunities and pathways for high achieving students within a course.</p>	<p>Plan, implement and raise awareness of study pathways and resources for learners from a diversity of backgrounds.</p> <p>Introduce faculty/course level programs that increase access/participation.</p> <p>Provide course advice to students.</p> <p>Monitor and act on student progress, retention and success data for the course, including for various equity groups.</p>	<p>Lead and mentor staff to engage in reflective practice for teaching.</p> <p>Promote scholarship of learning and teaching through sharing of practice, developing evidence-based approaches, research into dissemination and/or application of research.</p> <p>Create opportunities for capability building activities for others.</p>	<p>Translate and promote university, faculty and discipline priorities to teaching teams.</p> <p>Translate and promote trends and issues around the discipline, student learning experience, student support, curriculum design, service provision and professional practice to colleagues in the wider Higher Education (HE) context.</p> <p>Analyse graduate outcomes and labour market trends to inform course renewal.</p> <p>Analyse national and university course performance metrics to inform course renewal.</p>



Deakin University

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