



# Deakin Teaching Capability Framework

## Self-Mapping Exercise



Those who **deliver** learning activities and interactions at Deakin work collaboratively in teams, to support students learning on-campus, at work, online and in communities.

Use this document to think about your practice, your knowledge and the values that you demonstrate as a member of a teaching team at Deakin. Remember, these are examples of practice - you may not engage in all of them, and you may have other examples that we haven't included.

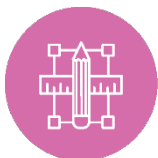
As you work through this document, think of examples from your practice as a member of a teaching team at Deakin, that demonstrate each component of the framework.

Give yourself a rating out of 5 for engagement in each component.

Think about areas where you are performing strongly. These are the areas you could use in applications for recognition such as a HE Fellowship, teaching awards or for promotion.

Think about areas where you would like to increase your activity or knowledge. How could you build your capability in this area? Think about formal and informal opportunities to build your capability. This could include learning from experience, learning from others or learning from content.ma

You might like to take this document with you to your next DeakinAchieve meeting to help you think about career development and building your capability in learning and teaching.



## AREAS OF ACTIVITY

These are the **things you do** as a member of a teaching team at Deakin

	An example of how I do this	Self Rating (1-5)
<p>A1: Learning design</p> <ul style="list-style-type: none"><li>• Design and develop course and unit curriculum, materials and activities that are engaging, inclusive and accessible, in collaboration with teaching teams</li><li>• Develop and ensure constructively aligned learning outcomes, volume of learning and assessment of learning at the course and unit level</li><li>• Introduce innovative curriculum, learning materials and activities</li></ul>		
<p>A2: Teach and support learning</p> <ul style="list-style-type: none"><li>• Collaborate effectively with teaching teams to incorporate a range of strategies for teaching in a range of contexts</li><li>• Deliver learning activities which instil enthusiasm for the discipline amongst learners, encourage inclusive, respectful participation of learners, and create a culture of inquiry and collaboration which enhances learners' autonomy</li><li>• Introduce innovation to teaching practice</li></ul>		
<p>A3: Assess and give feedback</p> <ul style="list-style-type: none"><li>• Design and utilise a variety of authentic, accessible and inclusive assessment tasks and rubrics, which encourage academic integrity in collaboration with teaching teams</li><li>• Design and deliver purposefully designed feedback opportunities and practices which support learners to develop evaluative judgement</li><li>• Take part in assessment panels and moderate between markers within the unit</li><li>• Introduce innovation to assessment and feedback practice</li></ul>		

	An example of how I do this	Self Rating (1-5)
<p>A4.1: Learning environments</p> <ul style="list-style-type: none"> <li>• Provide learning environments which are accessible and inclusive, and adapt materials for diverse learners where necessary</li> <li>• Create opportunities in the learning environment to develop a culture of respectful, inclusive collaboration among learners, teachers and communities</li> <li>• Introduce innovation to learning environments</li> </ul>		
<p>A4.2: Student support and guidance</p> <ul style="list-style-type: none"> <li>• Design and deliver learning activities that scaffold learning to build towards achievement of graduate learning outcomes</li> <li>• Provide academic counselling and mentoring to students, including referring students to university services</li> <li>• Incorporate academic and other student support within learning materials</li> </ul>		
<p>A5: Professional development, research, and scholarship</p> <ul style="list-style-type: none"> <li>• Engage with and contribute to research in learning and teaching to inform teaching practice</li> <li>• Evaluate practice and innovations through evidence and evaluation frameworks</li> <li>• Contribute to professional bodies and communities of practice in teaching practice</li> <li>• Engage in relevant capability building activities</li> <li>• Reflect and develop own teaching philosophy</li> </ul>		

In which area of activity do you have the most experience?

Which area of activity do you need more experience?

Can you list some ways you could gain more experience in this area?



## CORE KNOWLEDGE

These are the **things you need to know** as a teacher at Deakin

	An example of how I apply this knowledge in my practice	Self-Rating (1-5)
<p><b>K1: Discipline knowledge</b></p> <ul style="list-style-type: none"><li>• Relevant and current discipline knowledge including applications of unit content</li><li>• Threshold concepts in the discipline</li><li>• How concepts in the unit relate to other units in the course</li></ul>		
<p><b>K2: Knowledge of effective teaching practice</b></p> <ul style="list-style-type: none"><li>• Current teaching practices in the discipline</li><li>• Different approaches to explaining concepts to facilitate a diverse range of students to learn equitably, and to adapt materials where necessary for diverse learners with specific additional needs</li><li>• Ways to ensure the unit is designed to scale so that models can be equally effective with large or small numbers of learner</li></ul>		
<p><b>K3: Knowledge of how students learn</b></p> <ul style="list-style-type: none"><li>• Contemporary learning theory</li><li>• The implication of learners' discipline backgrounds on the unit or course design</li><li>• Development of support material to ensure all staff contributing to teaching are aware and supported to deliver the teaching philosophy</li><li>• Development of a safe and respectful learning environment, including modelling and setting codes for respectful interactions, using inclusive language, managing sensitive content and conflict/disagreement effectively</li><li>• Ways to sequence the curriculum to support development and evidence of learning outcomes</li></ul>		

	An example of how I apply this knowledge in my practice	Self-Rating (1-5)
<p>K4: Knowledge of effective use of learning technologies</p> <ul style="list-style-type: none"> <li>• Ways to implement innovative, accessible and inclusive educational technologies in units and courses</li> <li>• Minimum standards and best practice in design and development of online resources</li> <li>• Use of learning technologies that facilitate collaboration between learners</li> <li>• Digital assessment and marking approaches</li> </ul>		
<p>K5: Knowledge of how to evaluate your teaching</p> <ul style="list-style-type: none"> <li>• Ways to collect and analyse evidence and analytics about teaching and learning in a unit or course across time</li> <li>• Ways to use evidence to implement changes to design and delivery</li> </ul>		
<p>K6: Knowledge of quality assurance and enhancement</p> <ul style="list-style-type: none"> <li>• Deakin and Faculty teaching and learning policies, procedures and minimum standards</li> <li>• Ways to review and monitor student feedback at the course and unit level including unit review processes</li> <li>• The practice and importance of evidence-based teaching practice for teaching teams</li> </ul>		

In which area of knowledge are you most confident?

In which area of knowledge do you need more development?

Can you list some ways you could find out more about this area of knowledge?



## PROFESSIONAL VALUES

These are the **values you need to demonstrate** as a member of a teaching team at Deakin

	An example of how I demonstrate this value	Self Rating (1-5)
<p>V1: Respect diverse learners</p> <ul style="list-style-type: none"><li>• Develop inclusive and accessible learning environments, activities, resources and assessments</li><li>• Demonstrate and promote indigenous and other cultural competence and awareness in teaching and in student interactions</li><li>• Provide appropriate scaffolding to support a range of student interactions</li><li>• Identify and nurture high achieving learners</li></ul>		
<p>V2: Promote participation and equality</p> <ul style="list-style-type: none"><li>• Provide a variety and choice of learning activities, resources and assessments to support success of all learners</li><li>• Provide links to resources within the unit to enable learners to actively seek appropriate support</li><li>• Direct students to appropriate support services and resources for their needs</li><li>• Be aware of factors that impact on student progress, retention and success; monitor and act on student progress, retention and success</li><li>• Negotiate support or alternative pathways for students at risk or who have previously failed the unit</li></ul>		



	An example of how I demonstrate this value	Self Rating (1-5)
<p>V3: Use evidence-informed approaches</p> <ul style="list-style-type: none"> <li>• Engage in reflective practice for teaching</li> <li>• Contribute to scholarship of learning and teaching through sharing of practice, developing evidence-based approaches, research into dissemination and/or application of research</li> <li>• Seek opportunities for relevant capability building activities</li> </ul>		
<p>V4: Acknowledge the wider context</p> <ul style="list-style-type: none"> <li>• Implement university, faculty and discipline priorities into teaching practice</li> <li>• Be aware of emerging trends and issues within the wider HE context around the student learning experience, student support and professional practice</li> <li>• Be aware of the changing nature of student demographics and implications for teaching practice</li> </ul>		

Which of these values is most evident in your practice?

Which of these values could be more evident in your practice?

Can you list some ways you could increase your capability in this area?