



Deakin Teaching Capability Framework

Self-Mapping Exercise



Those who **lead** teaching and learning at Deakin influence and impact on others learning and teaching practice. They work to build capability of teaching teams to provide premium experiences to our students.

Use this document to think about your leadership activities, your knowledge and the values that you demonstrate as a leader of teaching and learning 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.

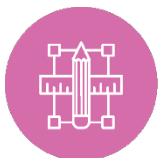
As you work through this document, think of examples from your practice as a leader of learning and teaching at Deakin, that demonstrate each component of the framework.

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 leadership capability in learning and teaching.



AREAS OF ACTIVITY

These are the **things you do** that demonstrate leadership in learning and teaching at Deakin

	An example of how I do this	Self Rating (1-5)
<p>A1: Learning design</p> <ul style="list-style-type: none">• Provide leadership to teaching teams in curriculum development to improve learning experiences• Ensure that learning experiences meet external requirements such as the Higher Education Standards Framework and professional accreditation• Negotiate and create effective and collaborative team relationships to enhance the overall educational design, student experience and outcomes• Support the development of innovation in curriculum and learning design within teaching teams		
<p>A2: Teach and support learning</p> <ul style="list-style-type: none">• Provide leadership to teaching teams to support teaching practice in a range of contexts• Encourage and provide for capability activities, support, and processes to improve teaching practice• Support the development of innovation in teaching practice		
<p>A3: Assess and give feedback</p> <ul style="list-style-type: none">• Ensure appropriate variety and balance of assessment tasks and feedback practice across a course, which support learners to develop evaluative judgement• Lead the implementation of course level assessment and feedback practices including the potential for capstone and signature assessment and initiatives to support academic integrity• Lead assessment panels and moderation processes		

<ul style="list-style-type: none"> • Encourage and provide for capability building activities to improve assessment and feedback practices 		
<p>A4.1: Learning environments</p> <ul style="list-style-type: none"> • Implement practices to ensure learning environments are accessible and inclusive across courses, disciplines, or faculties • 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>A4.2: Student support and guidance</p> <ul style="list-style-type: none"> • Provide appropriate course level structure to support scaffolded learning, building toward the achievement of graduate learning outcomes • Employ, mentor and support teaching staff (including sessional staff) • Implement avenues of student support across courses, disciplines, or faculties 		
<p>A5: Professional development, research, and scholarship</p> <ul style="list-style-type: none"> • Lead the engagement, application, and contribution to research in learning and teaching at a course, discipline, or faculty level • Lead the evaluation of practice and innovation through evidence and evaluation frameworks at the course and unit level • Contribute to and lead professional bodies and communities of practice in teaching and learning • Engage in relevant capability building activities in teaching and learning leadership • Reflect and develop own leadership philosophy 		

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** to be a leader in learning and teaching at Deakin

	An example of how I apply this knowledge in my practice	Self-Rating (1-5)
<p>K1: Discipline knowledge</p> <ul style="list-style-type: none">• Discipline based content requirements for accreditation and professional bodies• Connections between discipline and other areas in the university• Trends in discipline area including threshold concepts		
<p>K2: Knowledge of teaching practice</p> <ul style="list-style-type: none">• Current teaching practices in the discipline• A variety of teaching approaches across the course to support unit level outcomes• Ways to ensure that the design of the units take into consideration the work required by the teaching staff to deliver• Reflect and develop own leadership philosophy		
<p>K3: Knowledge of how students learn</p> <ul style="list-style-type: none">• The implications of learners' discipline backgrounds on the unit or course design• Ways to sequence content across a course to enable appropriate development of concepts and assessment of learning over a course		
<p>K4: Knowledge of effective use of learning technologies</p> <ul style="list-style-type: none">• Application of innovative, accessible, and inclusive educational technologies to course and unit design and delivery• Assessment of emerging technologies for teaching and learning and their alignment to course and unit design and delivery		

	An example of how I apply this knowledge in my practice	Self-Rating (1-5)
<p>K5: Knowledge of how to evaluate your teaching</p> <ul style="list-style-type: none"> • Course evaluation at a national, institutional and discipline level using a variety of evidence and analytics • The use of benchmarking activities across courses and institutions • Methods that validate approaches of data collection and validation 		
<p>K6: Knowledge of quality assurance and enhancement</p> <ul style="list-style-type: none"> • Standards of external accreditation bodies and University legislation, policies and rules including benchmarking • Use of student feedback and results and strategies to respond to issues • Course review processes including contribution to Course Advisory Boards • Policy reviews and policy development 		

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 leader in learning and teaching 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">• Translate and promote inclusive and accessible teaching and assessment practices to teaching teams• Raise awareness and build capacity in creating learning activities, resources, and assessments that foster learners' indigenous and other cultural competence• Reflect diversity in course and unit staffing• Provide appropriate scaffolding to support a range of student abilities within a course• Provide opportunities and pathways for high achieving students within a course		
<p>V2: Promote participation and equality</p> <ul style="list-style-type: none">• Plan, implement and raise awareness of study pathways and resources for learners from a diversity of backgrounds• Introduce faculty/course level programs that increase access/participation• Provide course advice to students• Monitor and act on student progress, retention, and success data for the course, including for various equity groups		
<p>V3: Use evidence-informed approaches</p> <ul style="list-style-type: none">• Lead and mentor staff to engage in reflective practice for teaching• Promote scholarship of learning and teaching through sharing of practice, developing evidence-based approaches, research into dissemination and/or application of research• Create opportunities for capability building activities for others		

	An example of how I demonstrate this value	Self Rating (1-5)
<p>V4: Acknowledge the wider context</p> <ul style="list-style-type: none"> • Translate and promote university, faculty, and discipline priorities to teaching teams • Translate and promote trends and issues within the discipline and the wider HE context around the student learning experience, student support, curriculum design, service provision and professional practice to colleagues • Analyse graduate outcomes and labour market trends to inform course renewal • Analyse national and university course performance metrics to inform course renewal 		

Which of these values do you demonstrate the most?

Which of these values do you need to spend more time developing?

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