

# **U21 Teaching Indicators Project: Final Report**

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**U21 Educational Innovation Steering Group**

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## Background

The U21 Teaching Indicators Framework was developed in response to a perceived need amongst members of the network for a common framework that could be used by institutions to review current HR policies and practices in relation to the appointment and ongoing management of staff who wish to, or have, focused or built their academic careers on the basis of their performance in, and/or contributions through, teaching.

Many institutions within the U21 Network have, or are currently exploring, the creation of “Teaching Focused” academic positions. However, in moving in this direction, institutions have realized that a number of fundamental Human Resource (HR) management issues must be resolved if they, and any staff that they might appoint to such positions, are to benefit from such a move. Central amongst these issues are:

1. How would “Teaching Focused (TF)” positions distinguish themselves from traditional “Research and Teaching (RT)” positions?
2. What qualifications and experience might we expect of those who are appointed to such positions?
3. How might our current approach to recruitment, selection, orientation, induction, performance review, professional and career development, promotion, and recognition and reward of academic staff need to change?
4. What indicators, metrics and standards might we use to review and evaluate the performance and contributions of staff appointed to “Teaching Focused” positions? How would these differ from those appointed to “Research and Teaching” positions?
5. How can we ensure that the approaches we take and that the standards we set in establishing such roles and reviewing the performance of those appointed to them, are consistent with our peers, locally and globally?

To assist U21 member institutions to address these issues, the U21 Educational Innovation Steering Group established a multi-year strategic project aimed at developing guidelines, resources and support mechanisms that might be used to address these issues. This project included the development of:

1. **A conceptual framework for teaching** that could be used throughout the network as a common basis for reviewing and revising current approaches to the definition, development, practice, evaluation and recognition of teaching in “Teaching Focused” and “Research and Teaching” positions;
2. **A standards framework for teaching** that might be used to review, evaluate and benchmark the teaching performance and contributions of those individuals appointed to “Teaching Focused” and “Research and Teaching” positions; and
3. **A college of expert peer reviewers of teaching** certified members of which might be drawn upon by U21 institutions to provide expert external assessment of applications for promotion, grants, and/or awards based on teaching, using the common conceptual and standards frameworks developed.

The outcomes of the first two parts of this project are contained herein.

# U21 Conceptual Framework for Teaching

## The Framework

The U21 Conceptual Framework for Teaching recognises that those involved in teaching in research intensive universities typically *engage in four key areas or DIMENSIONS of teaching related activity*. These are:

- 1. Learning Facilitation**

That dimension of teaching that involves engaging, challenging, scaffolding, supporting and providing students with feedback on their learning.

- 2. Educational Design**

That dimension of teaching that involves designing, developing & deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments to enable and support learning.

- 3. Reflective Practice**

That dimension of teaching that involves the collection & analysis of data to inform ongoing efforts to assure and improve the quality of one's teaching, learning & curricula.

- 4. Scholarly Practice**

That dimension of teaching that involves engaging in and with, and/or contributing to, the scholarship of teaching and learning (SOTL) through the dissemination of teaching approaches and/or enhancements.

However, the framework also recognises that those involved in teaching in research intensive institutions typically engage in these four key areas of teaching related activity in *one or more of three different ROLES*, that of the:

- 1. Teacher Practitioner**

Whose focus is on the work the individual does in any of these areas of teaching to facilitate and support the learning of their students.

- 2. Teacher Leader**

Whose focus is on the work the individual does to influence and support others to innovate or change their practice in any of these areas of teaching.

- 3. Teacher Manager**

Whose focus is on the work the individual does to create the organisational conditions necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.

The juxtaposition of these *dimensions* and *roles* creates a variety of different ways in which individuals may engage in teaching. See **Figure 1**. The particular combination of *dimensions and roles* that best describes an individual's involvement in teaching at any given time depends on a number of factors including:

- the nature of their appointment (e.g., whether they hold a teaching focused, research and teaching, or research focused position)
- their job description (e.g., whether their responsibilities are those of a professional instructor/tutor, academic, head of school, dean, or institutional manager)
- the stage of their career (e.g., whether they are an early career, mid career, or later career teacher)

**Figure 1: U21 Conceptual Framework for Teaching**

Dimension of Teaching		Teaching Role		
		<b>Practitioner</b> (Do)	<b>Leader</b> (Influence Develop)	<b>Manager</b> (Enable)
		Focus on the work the individual does in any of these areas of teaching <u>to facilitate and support the learning of their</u> students	Focus on the work the individual does <u>to influence and support others to innovate or change</u> their practice in any of these areas of teaching	Focus on the work the individual does <u>to create the organisational conditions</u> necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.
<b>Learning Facilitation</b>	That dimension of teaching that involves <u>engaging, challenging, scaffolding, supporting and providing students with feedback</u> on their learning	1	2	3
<b>Educational Design</b>	That dimension of teaching that involves <u>designing, developing &amp; deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments</u> to enable and support learning	4	5	6
<b>Reflective Practice</b>	That dimension of teaching that involves the <u>collection &amp; analysis of data to inform ongoing efforts to assure and improve</u> the quality of one's teaching, learning & curricula.	7	8	9
<b>Scholarly Practice</b>	That dimension of teaching that involves <u>engaging in and with, and/or contributing to, the</u> scholarship of learning and teaching through the <u>dissemination of teaching approaches and/or enhancements</u>	10	11	12

The framework is not meant to be prescriptive. It is not meant to imply that all those involved in teaching must “tick all the boxes” at all times to be considered to be performing satisfactorily. Rather, the framework should be used and interpreted flexibly, to reflect the particular context, circumstances and responsibilities an individual holds in relation to teaching at any *particular* time. Thus, each individual’s “teaching profile” will:

- Be different, reflecting their own unique particular context and circumstances, and
- Change throughout their career as their teaching responsibilities evolve.

The framework should be seen as providing policy makers, administrators and teachers with a common language and set of constructs for describing teaching, that can be used to facilitate meaningful and effective discussions about teaching and how one contributes to it.

## Examples of how the framework might be applied to different individuals

The following six examples illustrate how the U21 Conceptual Framework for Teaching can be used to articulate the different contributions that might be expected of individuals on different types of appointment, with different job descriptions (or responsibilities), and at different stages of their career.

### Early Career Academic – Tenure Track for a Research and Teaching (RT) Position

Such an individual might be expected to:

- *Engage in three of the four dimensions of teaching* (learning facilitation, educational design, and reflective practice) as a *teacher practitioner*.
- *Focus their teaching on maximising the quality and effectiveness of:*
  - *their students' learning*
  - *their own development as a teacher practitioner.*
- *Develop familiarity with best practice approaches to teaching within their discipline and teaching context(s).*
- *Align their teaching practices* (learning facilitation, educational design and reflective practice) *with these approaches.*
- *Use knowledge of developments in their discipline/profession to support ongoing review and development of the content, foci and purposes of the subjects they teach.*

### Early Career Academic – Tenure Track for a Teaching Focused (TF) Position

Such an individual might be expected to:

- *Engage in all four dimensions of teaching* (learning facilitation, educational design, reflective and scholarly practice) as a *teacher practitioner*.
- *Focus their teaching on maximising the quality and effectiveness of:*
  - *their students' learning.*
  - *their development as a teacher practitioner, teacher leader AND teacher manager.*
- *Develop and maintain familiarity with research-based approaches to teaching within their discipline/profession and teaching context(s).*
- *Align their practice as a teacher practitioner, teacher leader and teacher manager with these approaches.*
- *Support and influence the development of learning and teaching within their own classes and amongst those teaching in the same subjects and programs.*
- *Begin developing the capacity to engage in critical research and evidence based review, evaluation and development of their teaching.*



### Mid-Career Academic – Tenured Research and Teaching (RT) Position - No FPMR (Formal Position of Management Responsibility (FPMR))

Such an individual might be expected to:

- *Engage as a teacher practitioner (i.e., in learning facilitation, educational design, and reflective practice) in an effective manner.*
- *Focus their teaching on maximising the quality and effectiveness of:*
  - *their students' learning*
  - *their development as a teacher practitioner, teacher leader and teacher manager.*
- *Develop and maintain their familiarity with research-based approaches to teaching within their own discipline/profession and teaching context(s).*
- *Align their practice as a teacher practitioner, teacher leader and teacher manager with these approaches.*
- *Use knowledge of developments in their discipline/profession to support ongoing review and development of the content, foci and purposes of the subjects they teach.*

### Mid-Career Academic – Tenured - Teaching Focused (TF) Position - No FPMR (Formal Position of Management Responsibility (FPMR))

Such an individual might be expected to:

- *Exercise leadership in all four dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice).*
- *Focus their leadership and teaching on maximising the quality and effectiveness of:*
  - *their own and others' students' learning*
  - *their own and others' development as scholarly, reflective teacher practitioners, leaders and managers.*
- *Deepen their familiarity with and make contributions to the scholarship of teaching and learning within their own discipline/profession.*
- *Align their practice as a teacher practitioner, leader and manager with this scholarship.*
- *Influence the development of teaching and learning within and possibly beyond their own and others' programs, schools, and faculties.*

### Later-Career Academic – Tenured - Teaching Focused (TF) Position - No FPMR (Formal Position of Management Responsibility (FPMR))

Such an individual might be expected to:

- *Exercise leadership in all four dimensions of teaching* (learning facilitation, educational design, reflective and scholarly practice).
- *Focus their leadership and teaching on maximising the quality and effectiveness of:*
  - their own and others' students' learning
  - their own and others' development as *scholarly*, reflective teacher practitioners, *leaders and managers*.
- *Maintain a deep familiarity with the scholarship of learning and teaching within and beyond their own discipline by actively engaging with and/or contributing to it.*
- *Align their practice as a teacher practitioner, leader and manager with this broader scholarship.*
- *Influence the development of teaching and learning within their own and others' programs, schools, faculties, and/or institutions.*

### Mid/Later-Career Academic - Tenured - Teaching Focused (TF) Position - FPMR (Formal Position of Management Responsibility (FPMR) e.g. Head of School)

Such an individual might be expected to:

- *Exercise leadership in all four dimensions of teaching* (learning facilitation, educational design, reflective and scholarly practice).
- *Focus their efforts on maximising the quality and effectiveness of:*
  - their own and others' students' learning,
  - their own and others' development as teacher practitioners, leaders, *and managers*
  - their own and others' *educational leadership and management contributions* at the relevant level(s) (subject, program, school, faculty, and /or institution).
- *Influence the development of students, staff, and curricula, as well as the organisational conditions* (administrative, structural, political and cultural) necessary to *enable and support teaching and learning* at the relevant level(s) (subject, program, school, faculty, and /or institution) *within their own institution*.
- *Engage in scholarly leadership, management and practice* in relation to learning and teaching *development by:*
  - *continuing to broaden their familiarity with the scholarship of learning and teaching* by engaging with and possibly contributing to the *educational leadership and educational change literatures*, and
  - *basing their own leadership, management and practice of teaching on the theories, models and advice found in these literatures.*

# U21 Teaching Standards Framework

## Introduction

Sharing a common understanding of the nature of teaching and of the expectations that might be held in respect to effective performance in teaching by individuals in different roles, in different types of appointment, and at different stages of their career can significantly improve the quality of policy-making and practice in relation to teaching and teaching development. However, to make meaningful and justifiable decisions related to the level or standard of an individual's contribution and performance as a teacher during, say, promotion decisions, it is necessary to apply a set of agreed standards to the evidence that an individual offers in support of their case. But what should these standards be?

The U21 Teaching Standards Framework, developed using the U21 Conceptual Framework for Teaching, has been designed to assist U21 member institutions resolve this issue.

Like the U21 Conceptual Framework for Teaching, the U21 Teaching Standards Framework is not intended to be prescriptive, but rather, to:

- *Provide guidance to U21 member institutions as to the standards that they might adopt in reviewing the performance and contributions of staff involved in teaching,*
- *Give U21 member institutions confidence that any standards that they may develop that are in accord with this framework, will be consistent with those agreed to by the wider Network as being appropriate, and*
- *Provide U21 staff with the information they need to more effectively review their own performance and contributions to teaching when preparing for annual performance review discussions, or making decisions about applying for promotion or the direction of their future professional development as a teacher.*

An additional benefit to be gained through the adoption of these standards is that they provide the necessary foundations for more effective *benchmarking* and *external peer review* of teaching due to the fact that the *standards are based on an agreed construct of teaching and its associated indicators and evidence of performance in, and contribution through, teaching.*

## The Framework

In accord with the construct of teaching underpinning it, the U21 Teaching Standards Framework (**See Figure 2**) is defined in terms of the three core roles in which individuals engage when teaching – *Teacher Practitioner*, *Teacher Leader* and *Teacher Manager*.

**Figure 2: U21 Teaching Standards Framework**

Dimension of Teaching		Teaching Role		
		Practitioner (Do)	Leader (Influence Develop)	Manager (Enable)
		Focus on the work the individual does in any of these areas of teaching <u>to facilitate and support the learning of their</u> students	Focus on the work the individual does <u>to influence and support others to innovate or change</u> their practice in any of these areas of teaching	Focus on the work the individual does <u>to create the organisational conditions</u> necessary to enable and support learning and the development of teaching in any of these areas of teaching practice.
<b>Learning Facilitation</b>	That dimension of teaching that involves <u>engaging, challenging, scaffolding, supporting and providing students with feedback</u> on their learning	<p><b>Indicators used to assess Performance or Contribution in each of these Teaching Roles and in respect of each of these Dimensions of Teaching are:</b></p> <p><b>ESTEEM</b></p> <p><b>IMPACT</b></p> <p><b>INFLUENCE</b></p> <p><b>SUSTAINABILITY</b></p>		
<b>Educational Design</b>	That dimension of teaching that involves <u>designing, developing &amp; deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments</u> to enable and support learning			
<b>Reflective Practice</b>	That dimension of teaching that involves the <u>collection &amp; analysis of data to inform ongoing efforts to assure and improve</u> the quality of one's teaching, learning & curricula.			
<b>Scholarly Practice</b>	That dimension of teaching that involves <u>engaging in and with, and/or contributing to, the scholarship of learning and teaching through the dissemination of teaching approaches and/or enhancements</u>			

## Indicators

Four different *indicators* are used to assess an individual's *contribution* and *performance* in each of these roles. They are:

1. The **ESTEEM** in which the individual is held *by staff and students* in relation to the work they do as a Teacher Practitioner, Teacher Leader, and /or Teacher Manager in each of the four core dimensions of teaching (learning facilitation, educational design, reflective and scholarly practice).
2. the objective measurable **impact** the individual has had on *improving* those things to which teaching, either as a practitioner, leader or manager, is directed - improvements in student learning outcomes; student experience /satisfaction of/with learning, teaching, curricula, or the organisational (administrative, technological, physical, social or cultural) conditions in support of same.
3. The **INFLUENCE** the individual has on another's thinking, practice or development as a teacher.
4. The **SUSTAINABILITY** of the *individual's performance or contribution*.

Summarized below are the questions that need to be asked in relation to each of these indicators when they are used to assess performance and contribution in teaching in each of the three different roles that individuals engage when teaching.

### Indicator 1: ESTEEM

- Is there evidence that the individual is **held in high esteem** for their **performance as a teacher practitioner** (i.e., for their performance and contributions as a learning facilitator, educational designer, reflective and/or scholarly practitioner)?
- Is there evidence that the individual is **held in high esteem** for their **performance as a teacher leader** (i.e., for their performance and contributions in *influencing and supporting others to innovate or change* their practices as a teacher practitioner, leader or manager)?
- Is there evidence that the individual is **held in high esteem** for their **performance as a teacher manager** (i.e., for their performance and contributions to creating the organisational conditions necessary to enable and support learning and teaching within the subjects, programs, school, faculties and/or institutions for which they are responsible)?

### Indicator 2: IMPACT

- Is there evidence of a **positive measurable impact** of the individual's work as a **teacher practitioner** (i.e., as a learning facilitator, educational designer, reflective practitioner, scholarly practitioner) **on the quality of the curricula** for which he/she is responsible and/or **his/her students' learning outcomes and experiences**?
- Is there evidence of a **positive measurable impact** of the individual's work as a **teacher leader on the thinking and practices of others** in their roles as: **teacher practitioners** (i.e., as learning facilitators, educational designers, reflective and scholarly practitioners); **teacher leaders** (i.e., as individuals who *influence and support others to innovate or change* their thinking and practice); and as **teacher managers** (i.e., as individuals who create the organisational conditions necessary to enable and support learning and teaching)?
- Is there evidence of a **positive measurable impact** of the individual's work as a **teacher manager** (i.e., as someone responsible for creating the organisational conditions necessary to enable and support learning and teaching) **on their own and others' experience of the organizational environment in which they teach and learn**?

### Indicator 3: INFLUENCE

- **How widely** has the individual's work as a **teacher practitioner** (i.e., as a learning facilitator, educational designer, reflective practitioner, scholarly practitioner) **influenced the thinking, practices and development of others?** (Within their own: Program? School? Faculty? Institution? Or perhaps more broadly within the discipline, nationally or internationally?)
- **How widely** has the individual's work as a **teacher leader** (i.e., as someone who *influences and supports others to innovate or change* their thinking and practice as a teacher practitioner, leader or manager) **influenced the thinking, practices and development of others?** (Within their own: Program? School? Faculty? Institution? Or perhaps more broadly within the discipline, nationally or internationally?)
- **How widely** has the individual's work as a **teacher manager** (i.e., as someone responsible for creating the organisational conditions necessary to enable and support learning and teaching) **influenced the thinking, practices and development of others?** (Within their own: Program? School? Faculty? College? Institution? Or perhaps more broadly within the discipline, nationally or internationally?)

### Indicator 4: SUSTAINABILITY

- Is there evidence that, *relative to opportunity and in light of the nature of the appointment(s) that the individual has held*, they have ***maintained a high level of performance and contribution*** as a **teacher practitioner** (i.e., as a learning facilitator, educational designer, reflective and scholarly practitioner) **over an extended period of time?**
- Is there evidence that, *relative to opportunity and in light of the nature of the appointment(s) that the individual has held*, that they have ***maintained a high level of performance and contribution*** as a **teacher leader** (i.e., as someone who *influences and supports others to innovate or change* their thinking and practice as a teacher practitioner, leader or manager) **over an extended period of time?**
- Is there evidence that, *relative to opportunity and in light of the nature of the appointment(s) that the individual has held*, that they have ***maintained a high level of performance and contribution*** as a **teacher manager** (i.e., as someone responsible for creating the organisational conditions necessary to enable and support learning and teaching) **over a sustained period of time?**

## The Standards

In defining standards that can be used for setting expectations or assessing an individual's performance in teaching using these indicators, consideration needs to be given to:

1. the **level** of the individual's appointment OR the **level** of the position for which they are seeking promotion,
2. the **nature** of the individual's appointment OR the **nature** of the position for which they are seeking promotion AND
3. the **scope and scale** of the *esteem, impact, influence and sustainability* that the individual *is able to evidence*.

However, significant variation exists amongst U21 institutions in regard to the structures, hierarchies and titles used to describe "Research and Teaching (RT)" and "Teaching Focused (TF)" positions of different academic rank and responsibilities. So, to avoid any confusion that might arise, the *U21 Teaching Standards Framework* articulates standards for "Research and Teaching (RT)" and "Teaching Focused (TF)" positions in terms of:

### 1. Five generic levels of appointment/promotion

**Level I** – Tutor

**Level II** – Lecturer

**Level III** – Assistant Professor

**Level IV** – Associate Professor

**Level V** – Full Professor

### 2. Two generic types of appointment/promotion

**Type A** - Those that **include formal management responsibilities** for aspects of teaching and learning *beyond* those directly associated with the subjects they teach.

(e.g., Appointments held by those in Formal Positions of Management Responsibility (FPMR) such as Subject Convenor; Program Director; Head of School; Faculty Dean; Institutional Director of Teaching and Learning, or Deputy/Pro Vice Chancellor Teaching and Learning).

**Type B** - Those that **do NOT include formal management responsibilities** for aspects of teaching and learning *beyond* those directly associated with the subjects they teach.

The academic appointment/promotion structure used to define standards of performance in and contribution to teaching in the *U21 Teaching Standards Framework* can therefore be represented as shown in **Figure 3**.

While this structure does not directly reflect any particular institutional or national approach to career progression, it provides a reference point from which individual institutions can review and assess the standards embedded in their own structures.

**Figure 3: U21 Teaching Standards Framework  
Academic Appointment/Promotion Structure**

Appointment Type	Level of Appointment / Promotion					Responsibilities Include Formal Position of Management Responsibility
	Level I	Level II	Level III	Level IV	Level V	
Research and Teaching	Tutor	Lecturer	Assistant Professor	Associate Professor	Full Professor	Yes
						No
Teaching Focused	Tutor	Lecturer	Assistant Professor	Associate Professor	Full Professor	Yes
						No

**NB:** 1. Professorial Level Appointments (Levels III, IV, and V) are typically continuing, tenured positions  
2. Lecturer Level Appointments (Level II) are typically not tenured or continuing but may be full-time  
3. Tutor Level Appointments (Level I) are not tenured, may or may not be continuing, and often part-time  
4. Formal Position of Management Responsibility - any position that includes responsibility for managing aspects of teaching and learning beyond those associated with the Subjects/Courses/Modules/Topics for which they are responsible.

The following pages outline the **General** and **Specific** standards of performance and contribution, *in and through teaching*, that are expected of individuals in **Research and Teaching (RT)** and **Teaching Focused (TF)** positions at each of these five levels of appointment/promotion.

Along with each of these *General* and *Specific* standards, a set of **Additional Standards** is articulated at each level to assist with the review and assessment of performance and contributions of individuals as **Teacher Managers** when they hold/seek appointment to a **Formal Position of Management Responsibility (FPMR)** in relation to teaching.

The standards articulated here represent the **MINIMUM level of performance and contribution** that **might be expected** at each **level** by individuals seeking/holding each **type** of appointment.

A **Table of Evidence** indicative of the performance and contribution expected by individuals at each level is included.

For an overview of the **standards** that apply to ALL levels of appointment for both Research and Teaching (RT) and Teaching Focused (TF) positions see **Appendix One**.



## LEVEL I - TUTOR

**LEVEL I - TUTOR** appointments are recognized as entry level teaching positions. As such, the standards articulated here relate to *expectations of performance and contribution once individuals have been appointed to such positions and not as standards for appointment.*

### General Standard

The individual should be *recognised* and *possibly ESTEEMED* as an *EFFECTIVE* and *REFLECTIVE* teacher practitioner, with *positive IMPACT* and *INFLUENCE* on student *learning* and *experience*, *WITHIN* the *SUBJECTS* they teach.

### Specific Standards

#### In Terms of the Key Indicators

An individual in a *Research and Teaching (RT)* position, working at **LEVEL I - TUTOR**, should provide evidence of:

1. Recognition and *possibly ESTEEM* for being an *EFFECTIVE teacher practitioner* in their *discipline/profession*, in the areas of *learning facilitation* and *reflective practice*.
2. Their positive *IMPACT* on the *learning outcomes* and *experiences* of their students.
3. Their *positive INFLUENCE* on the *approaches to learning* adopted by their students.
4. *SUSTAINED* and *regular*:
  - *review* and *reflection*, based on *feedback from students* and *peers*, on their *teaching* and *its IMPACT* on their students' *learning* and *experience*.
  - *participation* in *PROFESSIONAL DEVELOPMENT* activities focused on *effective facilitation of student learning*.

This profile of performance and contribution through teaching is represented in **Figure 4**.

An individual in a *Teaching Focused (TF)* position working at the **LEVEL I - TUTOR**, should, *IN ADDITION, provide evidence, from students and peers WITHIN and possibly BEYOND the SUBJECTS* in which they teach, of:

5. Recognition and *possibly ESTEEM* for their:
  - capacity to *design* learning activities, assessment tasks, feedback strategies and learning environments that *EFFECTIVELY* scaffold and support student learning.
  - *reflective, EVIDENCE BASED* approach to the *ongoing development* of their teaching.
6. Their *INFLUENCE* on the *approaches to teaching adopted by their peers* as a result of them *sharing their approaches to teaching* with others.

This profile of performance and contribution through teaching is represented in **Figure 5**.

**Figure 4: Standards Profile for LEVEL I - TUTORS in Research and Teaching (RT) Appointments**

Research and Teaching (RT) Appointment – LEVEL I - Tutor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

**Figure 5: Standards Profile for LEVEL I - TUTORS in Teaching Focused (TF) Appointments**

Teaching Focused (TF) Appointment – LEVEL I - Tutor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

## In Terms of the Core Teaching Roles

### Teacher Practitioner Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL I - TUTOR** should **provide evidence**, from **students** and **peers**, of:

1. Recognition for achievement in the **EFFECTIVE deployment** of:
  - **Learning activities and resources** that *engage, challenge, scaffold, and advance student enquiry and learning*; and *meet* required quality standards;
  - **Assessment and feedback strategies and learning environments** (physical and virtual) that scaffold and support student learning and *facilitate and enable student agency*;
  - **Evaluation instruments and tools** that support ongoing *review and* development of their *teaching and* students' learning experience.
2. **Engagement** in **professional development activities** to develop the **knowledge, skills, and capabilities** necessary to **EFFECTIVELY deploy**
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL I - TUTOR**, should provide evidence of:

3. **Recognised** capacity to **design/create EFFECTIVE**:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
4. **Engagement** in **activities** to develop the **knowledge, skills, and capabilities** to be an **effective educational designer**.

### Teacher Leader Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL I - TUTOR** **might provide evidence from peers WITHIN and possibly BEYOND** the **SUBJECTS** in which they teach, of:

1. **CONTRIBUTIONS** to **LEADERSHIP** in the **development of teaching and/or learning** within the **subject(s) in which they teach** – developments that come about through the **sharing of their practice** with others.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL I - TUTOR**, **might provide evidence** of:

2. **Recognised** and **ESTEEMED** capacity to **successfully foster and build collaborative**

*and collegial approaches* to the *development of teaching* within the *subject(s) in which they teach* - approaches that result in *significant and SUSTAINED improvement* in student learning *outcomes* and/or *experience*.

#### Teacher Manager Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL I - TUTOR** *should provide evidence* of:

1. Recognition for *creating positive student learning experiences* through *effective MANAGEMENT* and/or *ADMINISTRATION* of the *business processes, resources* and *environments* associated with the *SUBJECTS* they teach.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL I - TUTOR**, should provide evidence of:

2. A capacity to *IMPROVE students' learning experiences* by *contributing ideas to, and support for*, the *on-going improvement* of the *administrative* and *business processes, resources, and environments* associated with *teaching and learning* in the *SUBJECTS* they teach.

#### Additional Standards

As individuals appointed at **LEVEL I - TUTOR** are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own subjects/students, *no additional standards apply*.

Examples of the types of *evidence* that might be provided to enable the assessment of performance and/or contributions through teaching against U21 indicators at **LEVEL I – TUTOR** can be found in **Figure 6**.

**Figure 6: Examples of the Type of Evidence to Enable Assessment of Performance and/or Contributions Through Teaching Against U21 Indicators and Standards at LEVEL I – TUTOR**

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
<b>RT Positions</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Data concerning the subjects taught by the individual (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.)</li> <li>Examples of the individual's <b>approach to facilitating learning</b> within and beyond the classroom.</li> <li>Student experience data that speaks to the <b>effectiveness of these approaches</b> on facilitating students' learning.</li> <li>Student examination and assessment results <b>benchmarked</b> against other cohorts.</li> <li>Peer/mentor/supervisor reports on the <b>quality, appropriateness, and effectiveness</b> of the individual's efforts to facilitate learning</li> <li>Unsolicited testimonials from students or peers.</li> </ul>			
Educational Design	<ul style="list-style-type: none"> <li>Samples of the learning activities and resources, assessment tasks and feedback mechanisms, and learning environments <b>deployed by the individual</b>.</li> <li>Student experience data that speaks to the effectiveness of these in supporting student learning.</li> </ul>			
Reflective Practice	<ul style="list-style-type: none"> <li>Examples of how the individual has improved their approach to facilitating learning <b>through critical reflection on feedback</b> from students and peers.</li> </ul>			
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples of participation in professional learning activities to <b>share, examine and critique</b> the thinking that underpins their approach to learning facilitation and reflective practice.</li> </ul>			
<b>TF Positions (In addition to the evidence described above an individual in a TF position <i>might</i> also provide the following evidence)</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>As for RT positions</li> </ul>			
Educational Design	<ul style="list-style-type: none"> <li>Samples of learning activities and resources, assessment tasks, feedback mechanisms and/or learning environments <b>designed by the individual</b></li> <li>Expert peer assessments of the quality of these designs</li> </ul>			
Reflective Practice	<ul style="list-style-type: none"> <li>Examples of how the individual has improved the quality of learning activities and resources, assessment tasks, feedback mechanisms and/or learning environments that they use, through <b>critical reflection on feedback</b> from students and peers.</li> </ul>			
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples of the individual's participation in professional learning activities designed to develop their capability as an <b>independent designer</b> of learning activities, resources, assessment tasks, and feedback mechanisms that effectively facilitate and support students' learning.</li> </ul>			

## LEVEL II - LECTURER

The standards articulated here relate to the *expectations of performance and contribution through teaching* that individuals *seeking promotion to, or holding, a LEVEL II – LECTURER appointment should be able to demonstrate*.

### General Standard

The individual should be *recognised and ESTEEMED* as an *EFFECTIVE and REFLECTIVE teacher practitioner, leader and manager*, with *positive SUSTAINED IMPACT and INFLUENCE on student learning and experience, WITHIN and possibly BEYOND the SUBJECTS* they teach.

### Specific Standards

#### In Terms of the Key Indicators

An individual in a *Research and Teaching (RT)* position, working at **LEVEL II – LECTURER**, should *provide evidence* from their *STUDENTS and PEERS* of:

1. Recognition and **ESTEEM** for being an *EFFECTIVE teacher practitioner* in their *discipline/profession*, in the areas of *learning facilitation, educational design, and reflective practice*.
2. Their positive **IMPACT** on the *learning outcomes and experiences of students and on the continuing development* of:
  - *learning activities*
  - *assessment and feedback strategies*
  - *learning environments*deployed and utilized *WITHIN the SUBJECT(S)* for which they are responsible.
3. Their positive **INFLUENCE** on *their students' approaches to learning*.
4. **SUSTAINED** performance as an *EFFECTIVE teacher practitioner* in the areas of *learning facilitation, educational design, and reflective practice* for *at least 3 years*.

This profile of performance and contribution through teaching is represented in **Figure 7**.

**IN ADDITION** to the above, an individual in a *Teaching Focused (TF)* position working at **LEVEL II – LECTURER**, should provide evidence, from *WITHIN and possibly BEYOND the PROGRAMS* in which they teach, of:

5. Recognition and **ESTEEM** from peers for their *engagement with, understanding and use of, the scholarship of teaching and learning* in their discipline/ profession, in *exercising their roles as teacher practitioner, leader and manager*.
6. The positive **IMPACT and INFLUENCE** of their *KNOWLEDGE* of the scholarship of teaching and learning on the *design, development and adoption of research or evidence-based approaches to educational design, learning facilitation, and review/evaluation of learning/ teaching/curricula WITHIN and possibly BEYOND the SUBJECTS* they teach.

This profile of performance and contribution through teaching is represented in **Figure 8**.

**Figure 7: Standards Profile for a LEVEL II – LECTURER in a Research and Teaching (RT) Appointment**

Research and Teaching (RT) Appointment – LEVEL II - Lecturer				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

**Figure 8: Standards Profile for a LEVEL II – LECTURER in a Teaching Focused (TF) Appointment**

Teaching Focused (TF) Appointment – LEVEL II - Lecturer				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

## In Terms of the Core Teaching Roles

### Teacher Practitioner Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL II – LECTURER** should provide evidence from **students** and **peers** of:

1. **Recognition** and **ESTEEM** for **SUSTAINED achievement** in the **effective deployment** of:
  - **Learning programs, activities** and **resources** that *engage, challenge, scaffold, and advance student enquiry and learning; and meet* required quality standards.
  - **Assessment** and **feedback strategies** and **learning environments** (physical and virtual) that *scaffold and support* student learning and *facilitate and enable* student agency.
  - **Evaluation instruments** and **tools** that support *ongoing review and improvement* of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur.
2. A **developing familiarity** with **the scholarly, research based thinking** that underpins **current approaches to the design, development** and **deployment** of:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
3. **Engagement** in **professional development activities designed** to develop their **capabilities** as an **effective, reflective teacher PRACTITIONER**.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL II – LECTURER**, **should provide evidence** of:

4. **SUSTAINED achievement** in the **design and development of EFFECTIVE**:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
5. **Engagement** in **professional learning activities designed** to develop their **capabilities** as an **effective, reflective teacher LEADER** and **MANAGER**

### Teacher Leader Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL II – LECTURER** **might provide evidence** of:

1. Recognition and **possibly ESTEEM** for **SUSTAINED CONTRIBUTION to LEADERSHIP** in:
  - **ongoing critical review** of the **currency** of the **purposes, foci** and **content** of the **SUBJECTS they teach**, in light of developments in their *discipline/ profession*



- the **design, development, delivery and review** of **professional development activities** to develop and/or maintain their colleagues' awareness of the **implications** of developments in their discipline/profession for the **future development** of the **SUBJECTS** in which they teach.
2. Their **INFLUENCE** and **IMPACT** on the **evolution of the content, foci and purposes** of the **SUBJECTS** in which they teach.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL II – LECTURER**, **should provide evidence** of:

3. Recognition and possibly **ESTEEM** for **CONTRIBUTIONS to LEADERSHIP WITHIN** and possibly **BEYOND** the **PROGRAMS** in which they teach, in:
- **evidence-based review, (re)design and (re)development** of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**
  - **fostering and building** collaborative and collegial approaches to **educational innovation and change**
  - **realising SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
  - the **design and delivery of professional development activities** designed to improve the *knowledge, skills, and capabilities* of individuals as *effective, reflective teacher practitioners, leaders and managers*.

### Teacher Manager Standard

An individual in a **Research and Teaching (RT)** position working at **LEVEL II – LECTURER** **should provide evidence** of:

1. Recognition and possibly **ESTEEM** for **SUSTAINED** contributions to **positive student learning experiences** through **effective MANAGEMENT** and/or **ADMINISTRATION** of the **business processes, resources and environments** associated with the **SUBJECTS** they teach.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL II – LECTURER**, **should provide evidence** of:

2. Recognition and possibly **ESTEEM** for **SUSTAINED IMPROVEMENT** of **students' learning experiences** by **LEADING and MANAGING** the **development and on-going improvement** of the **administrative and business processes, resources, and environments** associated with *teaching and learning* in the **SUBJECTS and PROGRAMS** in which they teach.

### **Additional Standards**

As individuals appointed at **LEVEL II - LECTURER** are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own programs/subjects/ students, **no additional standards apply**.

**Figure 9: Examples of the Types of Evidence that Could be used to Enable Assessment of Performance and/or Contributions Through Teaching Against U21 Indicators at LEVEL II – LECTURER**

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
<b>RT Positions</b>				
Learning Facilitation	<p>At least 3 years:</p> <ul style="list-style-type: none"> <li>Data concerning the <b>subjects</b> taught by the individual (Names, purpose, foci, level, numbers of students enrolled and examined, teaching role(s) assumed.)</li> <li>Examples of the individual's <b>approach to facilitating learning</b> within and beyond the classroom.</li> <li>Student experience data that speaks to the <b>effectiveness of these approaches</b> in facilitating their students' learning.</li> <li>Student examination and assessment results <b>benchmarked</b> against other cohorts.</li> <li>Peer/mentor/supervisor reports on the <b>quality, appropriateness, and effectiveness</b> of the individual's efforts to facilitate learning</li> <li>Prizes, awards and/or testimonials from students or peers for the quality and effectiveness of their approaches to the facilitation of learning.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of changes to the ways in which <i>the individual facilitates learning</i> in light of changes made to the <i>purposes, foci and content of the subjects they teach</i>, due to <i>developments</i> in their discipline/profession.</li> <li>Reports/comments from <i>expert peer reviewers</i> in relation to these changes.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, timely accessible <b>information for prospective students</b> to assist decision-making regarding enrolment in the <b>subjects</b> the individual teaches.</li> <li>Clear, timely accessible <b>subject outlines/guides</b> that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for the <b>subjects</b> they teach.</li> <li>Data concerning the ways in which the individual <b>manages their availability</b> to support student learning out of classroom times.</li> <li>Evidence of the <b>provision of feedback to students in a manner that enables them to learn</b> from it <b>prior</b> to them having to engage in or complete high stakes assessment tasks.</li> <li>Evidence of <b>timely submission</b> of all census, assessment, examination and other required data by designated dates.</li> </ul>	
Educational Design	<ul style="list-style-type: none"> <li>Samples of learning activities and resources, assessment tasks and feedback mechanisms, learning environments <b>designed, developed and deployed</b> by the individual.</li> <li>Student experience data that speaks to the: (a) <b>effectiveness</b> of these in supporting their learning; (b) the <b>influence</b> of these on the approach that they take to learning.</li> <li>Expert pedagogical peer assessments of the <b>quality</b> and <b>appropriateness</b> of these designs</li> </ul>	<ul style="list-style-type: none"> <li>Examples of collaborations with peers to review and revise the educational designs of <i>the subjects they teach</i> in light of <b>developments in their discipline/ profession</b></li> <li>Examples of <i>new or revised educational resources</i> (e.g., text books, simulations) and/or <i>learning environments</i> (physical or virtual) developed by the individual, or in collaboration with peers, in light of <i>developments</i> in their discipline/ profession</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's management of the <b>scheduling, development, maintenance and/or deployment</b> of the <b>learning resources</b> (e.g., reading lists, simulations, case studies, equipment, technology) and <b>environments</b> (physical and virtual - rooms, VLEs) that they employ in <i>their subjects</i>.</li> <li>Student experience data</li> <li>Testimonials from peers and expert subject assessors</li> <li>External quality verification reports</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>improved their approach to facilitating learning through reflection on feedback</b> from their students and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the changes made to the <b>content, foci and purpose</b> of <i>the subjects they teach</i>, in light of their ongoing analysis of <i>developments</i> in their discipline/profession</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's approach to <b>management of the business/administrative processes</b> associated with <b>student and peer review</b> processes associated with the <b>subjects</b> they teach.</li> </ul>	
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples of participation in professional learning activities to <b>share, examine and critique</b> the thinking that underpins <i>their</i> approach to <i>learning facilitation and reflective practice</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities initiated by the individual that engage others in <i>critical review</i> of the <i>currency</i> of the <i>purposes, foci and content of the subjects they teach</i>, in light of <i>developments</i> in their discipline/ profession</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has managed the <b>development, scheduling and running of professional learning activities</b> of the type described for staff associated with the <b>subjects they teach</b>.</li> </ul>	

TF Positions (In addition to the evidence described above an individual in a TF position <i>might</i> also provide the following evidence)				
Learning Facilitation	<ul style="list-style-type: none"> <li>Examples of how the individual has based their approach to the <b>facilitation of student learning</b> on scholarly, evidence-based research.</li> <li>Data showing <b>sustained improvement</b> in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to the <b>facilitation of student learning</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has influenced changes</b> in the way <b>others</b> within and possibly beyond the programs in which they teach approach the <b>facilitation of student learning</b>.</li> <li>Testimonials from <b>others</b> who have changed their practices as a learning facilitator as a result of the individual's influence.</li> <li>School/Faculty/Institution <b>prizes or awards</b> for leading such change.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>initiating and engaging</b> their peers in ongoing processes to <b>review, and where necessary advocate</b> for more effective, business/administrative processes for facilitating learning in the <b>subjects</b> they teach</li> <li>Examples of <b>improvements to business/administrative</b> processes associated with <b>facilitating learning</b>, managed by the individual</li> <li>Data on the impact of these changes.</li> </ul>	
Educational Design	<ul style="list-style-type: none"> <li>Examples of how the individual has based their approach to <b>educational design</b> on scholarly, evidence-based, research.</li> <li>Data showing <b>sustained improvement</b> in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to <b>Educational Design</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has influenced changes</b> in the way <b>others</b> within and possibly beyond the programs in which they teach approach the <b>facilitation of student learning</b>.</li> <li>Testimonials from <b>others</b> have changed their practices as educational designers as a result of the individual's influence.</li> <li>School/Faculty/Institution <b>prizes or awards</b> for leading such change</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>initiating &amp; engaging</b> their peers in ongoing processes to <b>review, and where necessary advocate</b> for more effective, business/administrative processes in <b>educational (re)design</b> in the <b>subjects</b> they teach</li> <li>Examples of <b>the changes to business/administrative</b> processes associated with <b>educational (re)design</b>, managed by the individual</li> <li>Data on the impact of these changes.</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>based their approach to the review and improvement</b> of the <b>quality</b> and <b>effectiveness</b> of the ways in which they engage in the <b>facilitation of learning</b> and <b>educational design, on scholarly, evidence-based, research</b>.</li> <li>Data showing <b>sustained improvement</b> in student feedback, learning outcomes, attrition and progression rates as a result of adopting scholarly, evidence based approaches to <b>Reflective Practice</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has influenced others</b> within and possibly beyond the programs in which they teach to adopt a scholarly, evidence based approach to the <b>review</b> and <b>improvement</b> of the <b>quality</b> and <b>effectiveness</b> of the ways in which they engage in the <b>facilitation of learning</b> and <b>educational design</b>.</li> <li>Testimonials from <b>others</b> who have changed their approach to reflective practice as a result of the individual's influence.</li> <li>School/Faculty/Institution <b>prizes or awards</b> for leading such change</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>initiating &amp; engaging</b> their peers in ongoing processes to <b>review, and where necessary advocate</b> for more effective, business/administrative processes to support the critical reflection necessary to improve learning facilitation and educational design in the <b>subjects</b> they teach</li> <li>Examples of <b>changes to business/administrative</b> processes associated with the processes of <b>reflective practice</b>, managed by the individual</li> <li>Data on the impact of these changes</li> </ul>	
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has engaged with the scholarship of teaching and learning</b> as part of their ongoing professional development to improve their capability as an <b>teacher practitioner</b>.</li> <li>Enrolment in formal programs and courses (e.g., Beginning to Teach; Foundations in Teaching &amp; Learning; Graduate Certificates in University Teaching programs.)</li> <li>Participation in reading groups with a focus on SOTL</li> <li>Scholarly contributions to meetings and conferences</li> <li>Prizes, awards, testimonials for scholarly practices in relation to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has engaged with the scholarship of teaching and learning</b> as part of their ongoing professional development to improve their capability as an <b>teacher leader</b></li> <li>Examples of contributions the individual has made to the <b>design, development</b> and/or <b>delivery of professional development programs/activities/services</b> to improve the <b>knowledge, skills, and capabilities of others within and possibly beyond the programs in which they teach</b>, as effective, reflective teacher practitioners, leaders and managers. .</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has engaged with the scholarship of teaching and learning</b> as part of their ongoing professional development to improve their capability as an <b>teacher manager</b>.</li> <li>Examples of changes the individual has made to the <b>management of the business/administrative processes</b> associated with the <b>subjects and possibly programs in which they teach</b> on the basis of their engagement with and understanding of the <b>scholarship of teaching and learning</b>.</li> </ul>	

## LEVEL III - ASSISTANT PROFESSOR

The standards articulated here relate to the *expectations of performance and contributions through teaching* that individuals *seeking promotion to or holding a LEVEL III – ASSISTANT PROFESSOR appointment should be able to demonstrate*.

### General Standard

The individual should be *recognised and ESTEEMED* as an *EFFECTIVE, SCHOLARLY, and REFLECTIVE teacher practitioner, leader and manager, with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning, WITHIN and possibly BEYOND the PROGRAM(S)* in which they teach.

### Specific Standards

#### In Terms of the Key Indicators

An individual in a *Research and Teaching (RT)* position, working at **LEVEL III – ASSISTANT PROFESSOR**, should *provide evidence* from *STUDENTS* and *PEERS* from *WITHIN the PROGRAM(S)* in which they teach of:

1. Recognition and **ESTEEM** for being an *EFFECTIVE, scholarly, and reflective, teacher practitioner, leader, and manager* in their *discipline/profession*.
2. Their positive **IMPACT** on the *learning outcomes and experiences* of *students and on the quality* of the:
  - *learning activities*
  - *assessment and feedback strategies*
  - *learning environments*deployed and utilized *WITHIN the PROGRAM(S)* in which they teach.
3. Their positive **INFLUENCE** on *students' approaches to learning*.
4. **SUSTAINED** performance in *ALL FOUR core dimensions of teaching (learning facilitation, educational design, reflective and scholarly teaching)* for *at least 3 to 5 years*.

This profile of performance and contribution through teaching is represented in **Figure 10**.

**IN ADDITION** to the above, an individual in a *Teaching Focused (TF)* position working at **LEVEL III – ASSISTANT PROFESSOR**, should *provide evidence, from WITHIN and possibly BEYOND their SCHOOL*, of:

1. Recognition and **ESTEEM** from peers for their *SUBSTANTIAL engagement with, understanding of and developing capacity for contribution to*, the scholarship of teaching and learning *WITHIN the area of their disciplinary/ professional expertise*.
2. The positive **IMPACT and INFLUENCE** of their *LEADERSHIP* on the *design, development, dissemination and adoption* of *INNOVATIVE approaches* to *educational design, learning facilitation, and the review/evaluation of learning/teaching/curricula, WITHIN and possibly BEYOND their SCHOOL*, for a period of *at least 2 years*.

This profile of performance and contribution through teaching is represented in **Figure 11**.

**Figure 10: Standards Profile for a LEVEL III – ASSISTANT PROFESSOR in a Research and Teaching (RT) Appointment**

Research and Teaching (RT) Appointment – LEVEL III – Assistant Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

**Figure 11: Standards Profile for a LEVEL III – ASSISTANT PROFESSOR in a Teaching Focused (TF) Appointment**

Teaching Focused (TF) Appointment – LEVEL III – Assistant Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice (With Contributions to SOTL)	Organisational Environment	Program	Period of appointment
			Subject	

## In Terms of the Core Teaching Roles

### Teacher Practitioner Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL III – ASSISTANT PROFESSOR** should **provide evidence** from **students** and **peers** in the **discipline/ profession** in which they work of:

1. **Recognition** and **ESTEEM** for **SUSTAINED excellence** in the **design, development** and **deployment** of:
  - **Learning programs, activities** and **resources** that *respond* to changing priorities; *engage, challenge, scaffold, and advance student enquiry and learning*; and *meet* required quality standards.
  - **Assessment** and **feedback strategies** and **learning environments** (physical and virtual) that *scaffold and support student learning* and *facilitate and enable student agency*.
  - **Evaluation instruments** and **tools** that support *ongoing review* and *improvement of student learning experience, teaching strategies, curricula, and the organisational environments* in which learning and teaching occur.
2. **Familiarity** with and **use** of the **scholarly research based thinking** that underpins **current approaches** to the **design, development** and **deployment** of:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
3. **SUSTAINED engagement** in **professional development activities designed** to develop their **capabilities** as a **scholarly, reflective teacher PRACTITIONER**.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL III – ASSISTANT PROFESSOR**, **should provide evidence** from **WITHIN** and **possibly BEYOND** their **SCHOOL** of:

4. A **capacity for ESTEEMED contributions** to **scholarly debate** and/or **literature** related to the design, development, and review of teaching, learning, curricula and the organisational environments that support learning and teaching.
5. **SUSTAINED engagement** in **professional development activities** designed to develop their **capabilities** as a **scholarly, reflective teacher LEADER** and **MANAGER**.

### Teacher Leader Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL III – ASSISTANT PROFESSOR** **should provide evidence** from **WITHIN** their **PROGRAM, discipline** and/or **profession** of:

1. Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:



- **ongoing critical review** of the **currency** of the **purposes, foci and content** of the educational **PROGRAMS** and **services in which they teach**, in light of developments in their *discipline/profession*
  - **design, development, delivery and review** of **professional development activities** to **develop and/or maintain their colleagues' awareness** of the **implications** of developments in their *discipline/profession* for the **future development** of educational **PROGRAMS** and **services in which they teach**.
2. Their **INFLUENCE** and **IMPACT** on the **evolution of the content, foci and purposes** of the educational **PROGRAMS** and **services in which they teach**.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL III – ASSISTANT PROFESSOR**, **should provide evidence** of:

3. Recognition and **ESTEEM** for **LEADERSHIP WITHIN** and **possibly BEYOND** their **SCHOOL** in:
- *scholarly, research- and evidence-based review, (re)design and/or (re)development* of learning and teaching designs, activities, resources and environments **to align with advances in the discipline/profession**.
  - **fostering and building** collaborative and collegial approaches to **educational innovation and change**
  - **realising SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
  - **engaging in and disseminating** the outcomes of **scholarly research** in teaching and learning **within and possibly beyond their discipline/ profession**.
  - the **design and delivery** of **professional development activities** designed to improve the knowledge, skills, and capabilities of individuals as scholarly, reflective teacher practitioners, leaders, and managers.

#### **Teacher Manager Standard:**

An individual in a **Research and Teaching (RT)** position working at **LEVEL III – ASSISTANT PROFESSOR** should provide evidence of:

1. Recognition and **possibly ESTEEM** for **SUSTAINED** contributions to **positive student learning experiences** through **effective MANAGEMENT and/or ADMINISTRATION** of the **business processes, resources and environments** associated with the **SUBJECTS and/or PROGRAMS** in which they teach.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL III – ASSISTANT PROFESSOR**, **should provide evidence** of:

2. Recognition and **possibly ESTEEM** for **SUSTAINED IMPROVEMENT** of **students' learning experiences** by **LEADING and MANAGING** the **development and on-going improvement** of the **administrative and business processes, resources, and environments** associated with **teaching and learning** in the **SUBJECTS and PROGRAMS** in which they teach.

## Additional Standards

Individuals appointed at **LEVEL III – ASSISTANT PROFESSOR** from time-to-time may be expected to assume *formal management responsibilities* for aspects of teaching and learning *beyond* those directly associated with the Subjects for which they are responsible. **Where this is the case, regardless of the type of appointment (RT or TF), the following additional standards apply.** The individual *should provide evidence* of:

1. Recognition and **ESTEEM** for **SUSTAINED** achievement, in *effectively MANAGING* the *planning, deployment, monitoring and use of resources* to enable and support the *design, development, delivery* and *on-going improvement of major components* of their **SCHOOL** and/or **FACULTY's teaching and learning programs, activities and services**.
2. **Significant INFLUENCE and IMPACT WITHIN** their **SCHOOL** and/or **FACULTY** on the **governance** of learning and teaching through **CONTRIBUTIONS to teaching, learning and other related committees and groups**.
3. **Significant INFLUENCE and IMPACT** on the **development** of *learning and teaching* through **LEADERSHIP** of **PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs**, as required, from time-to-time.

Examples of the *evidence* that might be provided to demonstrate performance and/or contributions against these standards can be found in **Figure 12**.



**Figure 12: Examples of the Types of Evidence that Could be used to Enable Assessment of Performance and/or Contributions Through Teaching Against U21 Indicators at LEVEL III – ASSISTANT PROFESSOR**

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
<b>RT Positions</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Data concerning the <b>subjects</b> taught by the individual <b>over the last 3 to 5 years</b> (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.)</li> <li>Examples of the individual's <b>approach to facilitating learning</b> within and beyond the classroom.</li> <li>Student experience data <b>over 3 to 5 years</b> that speaks to the <b>effectiveness of these approaches</b> in influencing students' approaches to learning.</li> <li>Student examination and assessment results <b>over 3 to 5 years benchmarked</b> against other cohorts that speak to the <b>effectiveness of these approaches</b> in facilitating students' learning.</li> <li>Peer/mentor/supervisor reports on the <b>quality, appropriateness, and effectiveness</b> of the individual's approaches to facilitating student learning</li> <li>Prizes, awards and/or testimonials from students or peers for the <b>quality and effectiveness of their approaches to the facilitation of learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers from within and possibly beyond their School in reviewing the approaches taken to facilitating student learning in the subjects and/or programs in which they teach</b>, in light of <b>advances/developments in the discipline/profession</b></li> <li>Schedules, agenda and participant lists for such activities</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Comments in external <b>expert peer review reports</b> related to such activities.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>developing and deploying</b>: (a) Clear, timely accessible <b>information for prospective students</b> to assist decision-making regarding enrolment in the <b>programs and/or subjects</b> for which the individual is responsible. (b) Clear, timely accessible <b>subject outlines/guides</b> that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for all <b>subjects in the programs</b> for which the individual is responsible .</li> <li>Data concerning the ways in which the individual <b>manages their availability</b> to support students out of classroom times.</li> <li>Evidence of the <b>provision of feedback to students in a manner that enables them to learn</b> from it <b>prior to</b> them having to engage in or complete high stakes assessment tasks.</li> <li>Evidence of <b>timely submission</b> of all census, assessment, examination and other required data by designated dates.</li> </ul>	<ul style="list-style-type: none"> <li>Information concerning the individual's FPMR including:               <ol style="list-style-type: none"> <li>a job description that outlines the nature and scope of the responsibilities associated with the position;</li> <li>the budget, staff, resources, equipment, and plant that must be managed;</li> <li>the key performance targets associated with the position</li> <li>a list of the programs and services for which the individual is responsible .</li> </ol> </li> <li>Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible.</li> <li>Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services.</li> <li>Examples of plans for the development and delivery of the unit's educational programs and services</li> <li>Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans.</li> </ul>
Educational Design	<ul style="list-style-type: none"> <li>Samples of learning activities and resources, assessment tasks, feedback mechanisms, and learning environments <b>designed, developed and deployed</b> by the individual <b>over the last 3 to 5 years.</b></li> <li>Student experience data <b>over the last 3 to 5 years</b> that speaks to the: (a) <b>effectiveness of these designs</b> in supporting student learning; (b) the <b>influence of these designs</b> on students' approach to learning.</li> <li>Expert pedagogical peer assessments of these designs.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers within and possibly beyond their School in reviewing the educational designs of the subjects and/or programs in which they teach</b> in light of <b>advances/developments</b> in their <b>discipline/ profession</b></li> <li>Schedules, agenda and participant lists for such activities</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Comments in external <b>expert peer review reports</b> related to such activities</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's effective management of the <b>development, maintenance and/or deployment of the learning resources</b> (e.g., reading lists, simulations, case studies, equipment, technology) and <b>environments</b> (physical and virtual - rooms, VLEs) that are employed in <b>the subjects and/or programs</b> for which the individual is responsible.</li> <li>Student experience data</li> <li>Testimonials from peers and expert subject assessors</li> <li>External quality verification reports</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible.</li> <li>Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees.</li> </ul>
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 3 to 5 years</b> of how the individual has <b>improved their teaching practice via critical evidence based reflection on feedback</b> from their <b>students and peers.</b></li> <li>Evaluation instruments and reports</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the <b>changes</b> made to the <b>content, foci and purpose of the subjects and programs in which they teach</b>, in light of student/peer feedback and <b>advances/ developments</b> in their <b>discipline/profession.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's approach to <b>management of the business/administrative processes</b> associated with <b>student and peer review</b> processes in the <b>subjects/ programs</b> for which they are responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's influence and impact on the <b>development</b> of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for</li> </ul>

Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over 3 to 5 years</b> of how the individual <b>has engaged with the scholarship of teaching and learning</b> as part of their ongoing professional development to improve their capability as a <b>teacher</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual that <b>engage others</b> in the <b>critical review of the currency of the purposes, foci and content of the subjects and/or programs</b> in which they teach, in light of advances/developments in their <b>discipline/ profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's management of <b>professional learning activities</b> for those involved in teaching in <b>the subjects</b> and/or <b>programs</b> for which they are responsible.</li> <li>Schedules, agendas, resources and participant lists for such activities.</li> </ul>	<p>which they are responsible.</p> <ul style="list-style-type: none"> <li>Examples of effective leadership and management of <b>program, school, or faculty learning and teaching enhancement projects or programs</b>, as required, from time-to-time.</li> </ul>
<b>TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Examples <b>over the last 3 to 5 years</b> of how the individual has based their approach to the <b>facilitation of student learning</b> on <b>scholarly, evidence-based research</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their school</b> to <b>change</b> their approach to the <b>facilitation of student learning</b>, in light of advances/developments in their <b>discipline/ profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual <b>has improved students' learning experiences within and possibly beyond their school</b> by <b>engaging others</b> in processes to <b>review and where necessary revise the business/administrative processes for facilitating learning</b>.</li> </ul>	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> <li>Examples <b>over the last 3 to 5 years</b> of how the individual has based their approach to <b>educational design</b> on <b>scholarly, evidence-based, research</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their school</b> to <b>change</b> their approach to the design of learning activities, resources, environments, assessment and/or feedback mechanisms in light of advances/developments in the <b>discipline/profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>improved students' learning experiences within and possibly beyond their school</b> by <b>engaging others</b> in processes to <b>review, and where necessary revise the business/administrative processes</b> associated with <b>educational (re)design</b>.</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 3 to 5 years</b> of how the individual has <b>based their approach to the review and improvement</b> of the <b>quality and effectiveness</b> of their teaching, on <b>scholarly, evidence-based, research</b>.</li> <li>Data <b>over the last 5 to 7 years</b> showing the <b>impact of changes the educational designs and approaches to learning facilitation</b> in the <b>subjects /programs</b> for which they are responsible, on <b>student experience, learning outcomes, attrition and progression rates</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their school</b>, to <b>change</b> their approach to the <b>review and improvement</b> of the <b>quality and effectiveness</b> of their <b>teaching</b> in light of the individuals' <b>increasing engagement with the scholarship of teaching and learning</b> and <b>advances/ developments in the discipline/profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>improved students' learning experiences within and possibly beyond their school</b> by <b>engaging others</b> in processes to <b>review and where necessary revise the business/administrative processes</b> associated with <b>ongoing critical reflection on teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 3 to 5 years</b> of how the individual has <b>engaged with the scholarship of teaching and learning</b> as part of their ongoing efforts to improve their capability as a <b>scholarly reflective teacher practitioner, leader and manager</b>.</li> <li>Scholarly <b>contributions</b> to meetings, conferences, journals</li> <li>Refereed journal articles and publications</li> <li>Research grants and income</li> <li>Testimonials and citations</li> <li>Prizes, awards, testimonials for <b>scholarly practices</b> in relation to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual: (a) <b>engaging in/ disseminating the outcomes of scholarly research</b> in teaching &amp; learning <b>within and possibly beyond their school and faculty</b>; (b) contributing to the <b>design, development</b> and/or <b>delivery of professional development programs/ activities/services</b> (e.g., mentoring/coaching services) <b>within and possibly beyond their School</b>, to improve the <b>knowledge, skills, and capabilities</b> of <b>others</b>, as <b>scholarly, reflective teacher practitioners, leaders, and managers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of changes the individual has made to their <b>management of the business/administrative processes</b> associated with the <b>subjects and programs in which they teach</b> on the basis of their engagement with and understanding of the <b>scholarship of teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	

## LEVEL IV - ASSOCIATE PROFESSOR

The standards articulated here relate to the *expectations of performance and contributions through teaching* that individuals *seeking promotion to or holding a LEVEL IV – ASSOCIATE PROFESSOR appointment should be able to demonstrate*.

### General Standard

The individual should be *recognised and ESTEEMED* as an *ACCOMPLISHED, SCHOLARLY, and REFLECTIVE teacher practitioner, leader and manager, with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning, WITHIN and possibly BEYOND their SCHOOL*.

### Specific Standards

#### In Relation to Key Indicators

An individual in a *Research and Teaching (RT)* position, working at LEVEL IV – ASSOCIATE PROFESSOR, *should provide evidence* from *STUDENTS and PEERS* from *WITHIN* their *SCHOOL* of:

1. Recognition and **ESTEEM** for being an *ACCOMPLISHED, scholarly and reflective teacher practitioner, leader and manager* in their *discipline/profession*.
2. Their positive **IMPACT** on the *learning outcomes and experiences* of *students, and on the quality* of the:
  - *learning activities*
  - *assessment and feedback strategies*
  - *learning environments*utilized **WITHIN** their **SCHOOL** in their *area of disciplinary/professional expertise*.
3. Their positive **INFLUENCE** on *students' approaches to learning*.
4. **SUSTAINED** performance in *ALL FOUR core dimensions of teaching* (*learning facilitation, educational design, reflective and scholarly teaching*) for *at least 5 to 7 years*.

This profile of performance and contribution through teaching is represented in **Figure 13**.

**IN ADDITION** to the above, an individual in a *Teaching Focused (TF)* position working at LEVEL IV – ASSOCIATE PROFESSOR, should *provide evidence, from WITHIN and possibly BEYOND* their **FACULTY**, of:

5. Recognition and **ESTEEM** from peers for their *DEEP engagement with, understanding of and regular contributions to* the scholarship of teaching and learning **WITHIN and possibly BEYOND** the *area of their disciplinary/ professional expertise*.
6. The positive **IMPACT and INFLUENCE** of their **LEADERSHIP** on the *design, development, dissemination and adoption* of **INNOVATIVE approaches** to *educational design, learning facilitation, and the review/evaluation of learning/ teaching/curricula, WITHIN and possibly BEYOND* their **FACULTY**, for a **SUSTAINED** period of *at least 3 years*.

This profile of performance and contribution through teaching is represented in **Figure 14**.

**Figure 13: Standards Profile for a LEVEL IV – ASSOCIATE PROFESSOR in a Research and Teaching (RT) Appointment**

Research and Teaching (RT) Appointment – LEVEL IV – Associate Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

**Figure 14: Standards Profile for a LEVEL IV – ASSOCIATE PROFESSOR in a Teaching Focused (TF) Appointment**

Teaching Focused (TF) Appointment – LEVEL IV – Associate Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice (With Contributions to SOTL)	Organisational Environment	Program	Period of appointment
			Subject	

## In Relation to Teaching Role

### Teacher Practitioner Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL IV – ASSOCIATE PROFESSOR** *should provide evidence* from **WITHIN** their **SCHOOL, discipline** and/or **profession** of:

1. **Recognition** and **ESTEEM** for **SUSTAINED excellence** in the **design, development** and **deployment** of:
  - **Learning programs, activities** and **resources** that *respond* to changing priorities; *engage, challenge, scaffold, and advance student enquiry and learning*; and *meet* required quality standards.
  - **Assessment** and **feedback strategies** and **learning environments** (physical and virtual) that *scaffold and support student learning* and *facilitate and enable student agency*.
  - **Evaluation instruments** and **tools** that support *ongoing review* and *improvement of student learning experience, teaching strategies, curricula, and the organisational environments* in which learning and teaching occur.
2. **Deep familiarity** with and **use** of the **scholarly research based thinking** that underpins **current approaches** to the **design, development** and **deployment** of:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
3. **SUSTAINED engagement** in **professional development activities** *designed* to develop their **capabilities** as a **scholarly, reflective teacher PRACTITIONER**.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL IV – ASSOCIATE PROFESSOR**, *should provide evidence*, from **WITHIN** and **possibly BEYOND** their **FACULTY** of:

4. **Regular, recognised** and **ESTEEMED contributions** to **scholarly debate** and/or **literature** related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching.
5. **SUSTAINED engagement** in **professional development activities** *designed* to improve their **capabilities** as a **scholarly, reflective teacher LEADER** and **MANAGER**.

### Teacher Leader Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL IV – ASSOCIATE PROFESSOR** *should provide evidence* from **WITHIN** their **SCHOOL, discipline** and/or **profession** of:

1. **Recognition** and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:
  - **ongoing critical review** of the **currency** of their **SCHOOL's** *educational programs* and *services, particularly their purposes, foci* and *content*, in light of *developments in their discipline/profession*

- **design, development, delivery and review** of **professional development activities** to *develop and/or maintain their colleagues' awareness of the implications of developments in their discipline/ profession for the future development of their SCHOOL's educational programs and services.*
2. Their **INFLUENCE and IMPACT** on the **evolution of the content, foci and purposes** of their **SCHOOL's educational programs and services.**

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL IV – ASSOCIATE PROFESSOR, should provide evidence** of:

3. Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP WITHIN and possibly BEYOND** their **FACULTY** in:
- *scholarly, research- and evidence-based review, (re)design and/or (re)development of learning and teaching designs, activities, resources and environments to align with advances in the discipline/profession.*
  - **fostering and building** collaborative and collegial approaches to **educational innovation and change**
  - **realising SUSTAINED improvement** in *learning, teaching, curricula, and/or the organizational conditions* that enable and support such activities.
  - **engaging in and disseminating** the outcomes of **scholarly research** in teaching and learning **within and possibly beyond their discipline/ profession.**
  - **the design and delivery of professional development activities** designed to improve the *knowledge, skills, and capabilities* of individuals as *scholarly, reflective teacher practitioners, leaders, and managers.*

#### Teacher Manager Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL IV – ASSOCIATE PROFESSOR should provide evidence** of:

1. Recognition and **ESTEEM** for **SUSTAINED** contributions to **positive student learning experiences** through **effective MANAGEMENT and/or ADMINISTRATION** of the **business processes, resources and environments** associated with the **SUBJECTS and/or PROGRAMS** for which they are responsible.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL IV – ASSOCIATE PROFESSOR, should provide evidence** of:

2. Recognition and **ESTEEM** for **SUSTAINED IMPROVEMENT** of **students' learning experiences** by **LEADING and MANAGING** the **development and on-going improvement** of the **administrative and business processes, resources, and environments** associated with *teaching and learning* in the **SUBJECTS and PROGRAMS** for which they are responsible.

#### Additional Standards

Individuals appointed at **LEVEL IV – ASSOCIATE PROFESSOR** from time-to-time may be expected to assume **formal management responsibilities** for aspects of teaching and



learning **beyond** those directly associated with the Subjects for which they are responsible. **Where this is the case, regardless of the type of appointment (RT or TF), the following additional standards apply.** The individual **should provide evidence** of:

1. Recognition and **ESTEEM** for **SUSTAINED** achievement, in **effectively MANAGING** the *planning, deployment, monitoring and use of resources* to *enable and support the design, development, delivery and on-going improvement of major components* of their **SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services.**
2. **Significant INFLUENCE and IMPACT WITHIN** their **SCHOOL, FACULTY and/or INSTITUTION** on the **governance** of learning and teaching through **CONTRIBUTIONS to teaching, learning and other related committees and groups.**
3. **Significant INFLUENCE and IMPACT** on the **development** of **learning and teaching** through **LEADERSHIP** of **PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs,** as required, from time-to-time.

Examples of the **evidence** that might be provided to demonstrate performance and/or contributions against these standards can be found in **Figure 15.**

**Figure 15: Examples of the Types of Evidence that Could be used to Enable Assessment of Performance and/or Contributions Through Teaching Against U21 Indicators at LEVEL IV – ASSOCIATE PROFESSOR**

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
<b>RT Positions</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Data concerning the <b>subjects</b> the individual has taught <b>over the last 5 to 7 years</b> (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.)</li> <li>Examples of the individual's <b>approach to facilitating learning</b> within and beyond the classroom.</li> <li>Student experience data <b>over 5 to 7 years</b> that speaks to the <b>effectiveness of these approaches</b> in influencing students' approaches to learning.</li> <li>Student examination and assessment results <b>over 5 to 7 years benchmarked</b> against other cohorts that speak to the <b>effectiveness of these approaches</b> in facilitating students' learning.</li> <li>Peer/mentor/supervisor reports on the <b>quality, appropriateness, and effectiveness</b> of the individual's approaches to facilitating student learning</li> <li>Prizes, awards and/or testimonials from <b>within &amp; possibly beyond their school and faculty</b> for the sustained <b>quality and effectiveness of their approaches to the facilitation of learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers from within and beyond their School in reviewing the approaches taken to facilitating student learning in the subjects and/or programs in which they teach</b>, in light of <b>advances/ developments in the discipline/profession</b></li> <li>Schedules, agenda and participant lists for such activities</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Testimonials from peers of the positive influence the individual has had on maintaining the currency of the <b>purposes, foci and content of the subjects/ programs taught in their school and faculty.</b></li> <li>Comments in external expert peer review reports related to such activities..</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>developing and deploying:</b> (a) Clear, timely accessible <b>information for prospective students</b> to assist decision-making regarding enrolment in the <b>programs and/or subjects</b> for which the individual is responsible. (b) Clear, timely accessible <b>subject outlines/guides</b> that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for all <b>subjects in the programs</b> for which the individual is responsible.</li> <li>Data concerning the ways in which the individual <b>manages their availability</b> to support students out of classroom times.</li> <li>Evidence of the <b>provision of feedback to students in a manner that enables them to learn</b> from it <b>prior to</b> them having to engage in or complete high stakes assessment tasks.</li> <li>Evidence of <b>timely submission</b> of all census, assessment, examination and other required data by designated dates.</li> </ul>	<ul style="list-style-type: none"> <li>Information concerning the individual's FPMR including:               <ol style="list-style-type: none"> <li>a job description that outlines the nature and scope of the responsibilities associated with the position;</li> <li>the budget, staff, resources, equipment, and plant that must be managed;</li> <li>the key performance targets associated with the position</li> <li>a list of the programs and services for which the individual is responsible .</li> </ol> </li> <li>Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible.</li> <li>Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services.</li> <li>Examples of plans for the development and delivery of the unit's educational programs and services</li> <li>Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans.</li> <li>Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible.</li> <li>Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees.</li> <li>Examples of the individual's influence and impact on the <b>development</b> of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for</li> </ul>
Educational Design	<ul style="list-style-type: none"> <li>Samples of <b>learning activities and resources, assessment tasks, feedback mechanisms, and learning environments designed, developed and deployed</b> by the individual <b>over the last 5 to 7 years.</b></li> <li>Student experience data <b>over the last 5 to 7 years</b> that speaks to: (a) the <b>effectiveness of these designs</b> in supporting student learning; (b) the <b>influence of these designs</b> on students' approach to learning.</li> <li>Expert peer reviews of these designs.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers from within and beyond their school, in reviewing the educational designs of the subjects and programs</b> for which they are responsible in light of <b>advances/ developments in their discipline/profession</b></li> <li>Schedules, agenda and participant lists for such activities</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Comments in external expert peer review reports related to such activities</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's effective management of the <b>development, maintenance and/or deployment of the learning resources</b> (e.g., reading lists, simulations, case studies, equipment, technology) <b>and environments</b> (physical and virtual - rooms, VLEs) that are employed in <b>the subjects and/or programs</b> for which the individual is responsible.</li> <li>Student experience data</li> <li>Testimonials from peers and expert subject assessors</li> <li>External quality verification reports</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 5 to 7 years</b> of how the individual has <b>improved their teaching practice via critical evidence based reflection on feedback</b> from their <b>students and peers.</b></li> <li>Evaluation instruments and reports</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the <b>changes made to the content, foci and purpose of the subjects and programs in which they teach</b>, in light of student/peer feedback and <b>advances/ developments in their discipline/profession.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's <b>management of the business/administrative processes</b> associated with <b>student and peer review</b> processes associated with the <b>subjects/programs</b> for which they are responsible.</li> </ul>	



Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over 5 to 7 years</b> of how the individual <b>has engaged with the scholarship of teaching and learning</b> as part of their ongoing professional development to improve their capability as a <b>teacher</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual that <b>engage others</b> in the <b>critical review of the currency of the purposes, foci and content of the subjects and/or programs</b> in which they teach, in light of advances/developments in their <b>discipline/ profession</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's management of <b>professional learning activities</b> for those involved in teaching in <b>the subjects/programs</b> for which they are responsible.</li> <li>Schedules, agendas, resources and participant lists for such activities.</li> </ul>	<p>which they are responsible.</p> <ul style="list-style-type: none"> <li>Examples of effective leadership and management of <b>program, school, or faculty learning and teaching enhancement projects or programs</b>, as required, from time-to-time.</li> </ul>
<b>TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Examples <b>over the last 5 to 7 years</b> of how the individual has based their approach to the <b>facilitation of student learning</b> on <b>scholarly, evidence-based research</b>.</li> <li>Trials of new approaches to facilitating learning and associated evaluation data and findings</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their faculty to change</b> their approach to the <b>facilitation of student learning</b>, in light of advances/developments in their <b>discipline/ profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences</b> in the <b>subjects/ programs for which they are responsible by engaging others</b> in processes to <b>review, and where necessary revise the business/ administrative processes for facilitating learning</b>.</li> </ul>	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> <li>Examples <b>over the last 5 to 7 years</b> of how the individual has based their approach to <b>educational design</b> on <b>scholarly, evidence-based, research</b>.</li> <li>Trials of new educational designs and associated evaluation data and findings</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their faculty, to change</b> their approach to the <b>design of the learning activities, resources, environments, assessment and feedback mechanisms</b> in light of student and peer feedback and advances/ developments in the <b>discipline/profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others</b> in processes to <b>review, and where necessary revise the business/ administrative processes</b> associated with <b>educational (re)design</b>.</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 5 to 7 years</b> of how the individual has <b>based their approach to the review and improvement</b> of the <b>quality and effectiveness</b> of their teaching, <b>on scholarly, evidence-based, research</b>.</li> <li>Data <b>over the last 5 to 7 years</b> showing the <b>impact of changes the individual has made to their educational designs and approaches to learning facilitation</b>, on student experience, learning outcomes, attrition and progression rates.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and possibly beyond their faculty to change</b> their approach to the <b>review and improvement</b> of the <b>quality and effectiveness</b> of their <b>teaching</b> in light of the individuals' <b>increasing engagement with the scholarship of teaching and learning and advances/ developments in the discipline/profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others</b> in processes to <b>review, and where necessary revise the business/administrative processes</b> associated with <b>ongoing critical reflection on teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 5 to 7 years</b> of how the individual has <b>engaged with the scholarship of teaching and learning</b> as part of their ongoing efforts to improve their capability as a <b>scholarly reflective teacher practitioner, leader and manager</b>.</li> <li>Scholarly <b>contributions</b> to meetings, conferences, journals</li> <li>Refereed journal articles and publications</li> <li>Research grants and income</li> <li>Testimonials and citations</li> <li>Prizes, awards, testimonials for <b>scholarly practices</b> in relation to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual: (a) <b>engaging in/ disseminating the outcomes of scholarly research</b> in teaching &amp; learning <b>within and possibly beyond their discipline/profession nationally/internationally;</b> (b) contributing to the <b>design, development and/or delivery of professional development programs/ activities/services</b> (e.g., mentoring/coaching services) <b>within and possibly beyond their faculty</b> to improve the <b>knowledge, skills, and capabilities of others</b>, as <b>scholarly, reflective teacher practitioners, leaders, and managers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of changes the individual has made to their management of the <b>business</b> and/or <b>administrative processes</b> associated with the <b>subjects and programs in which they teach</b> on the basis of their <b>deep engagement with and understanding of the scholarship of teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	

## LEVEL V - FULL PROFESSOR

The standards articulated here relate to the *expectations of performance and contributions through teaching* that individuals *seeking promotion to or holding a LEVEL V – FULL PROFESSOR appointment should be able to demonstrate*.

### General Standard

The individual should be *recognised and ESTEEMED* as an *EXPERT, SCHOLARLY, and REFLECTIVE teacher practitioner, leader and manager, with positive SUSTAINED IMPACT and INFLUENCE on teaching and learning, WITHIN and possibly BEYOND their FACULTY*.

### Specific Standards

#### In Relation to Key Indicators

An individual in a *Research and Teaching (RT)* position, working at **LEVEL V – FULL PROFESSOR**, should *provide evidence* from *STUDENTS and PEERS from WITHIN their FACULTY* of:

1. Recognition and **ESTEEM** for being an *EXPERT, scholarly and reflective teacher practitioner, leader and manager* in their *discipline/ profession*.
2. Their positive **IMPACT** on the *learning outcomes and experiences of students, and on the quality* of the:
  - *learning activities*
  - *assessment and feedback strategies*
  - *learning environments*deployed and utilised **WITHIN** their **FACULTY** in their *area of disciplinary/ professional expertise*.
3. Their positive **INFLUENCE** on *students' approaches to learning*.
4. **SUSTAINED** performance in **ALL FOUR core dimensions of teaching** (*learning facilitation, educational design, reflective and scholarly teaching*) for **at least 7 years**.

This profile of performance and contribution through teaching is represented in **Figure 16**.

**IN ADDITION** to the above, an individual in a *Teaching Focused (TF)* position working at **LEVEL V – FULL PROFESSOR**, should *provide evidence, from WITHIN and BEYOND their INSTITUTION*, of:

5. Recognition and **ESTEEM** from peers for their *DEEP and EXTENSIVE engagement with, understanding of, and contributions to* the scholarship of teaching and learning **WITHIN and BEYOND** the *area of their disciplinary/ professional expertise*.
6. The positive **IMPACT and INFLUENCE** of their **LEADERSHIP** on the *design, development, dissemination and adoption of INNOVATIVE approaches* to the *governance, management and/or practice* of teaching, **WITHIN and BEYOND** their **INSTITUTION**, for a **SUSTAINED** period of **at least 5 years**.

This profile of performance and contribution through teaching is represented in **Figure 17**.

**Figure 16: Standards Profile for a LEVEL V – FULL PROFESSOR in a Research and Teaching (RT) Appointment**

Research and Teaching (RT) Appointment – LEVEL V – Full Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice	Organisational Environment	Program	Period of appointment
			Subject	

**Figure 17: Standards Profile for a LEVEL V – FULL PROFESSOR in a Teaching Focused (TF) Appointment**

Teaching Focused (TF) Appointment – LEVEL V – Full Professor				
Held in ESTEEM as a :		Has had an IMPACT on:	Scope of INFLUENCE has been:	Contribution SUSTAINED over:
Practitioner of	Learning Facilitation	Learning	International	7+ years
			National	
Leader of	Educational Design	Teaching	Regional	5 to 7 years
			Institutional	
Manager of	Reflective Practice	Curriculum	/Faculty	3 to 5 years
			School	
Manager of	Scholarly Practice (With Contributions to SOTL)	Organisational Environment	Program	Period of appointment
			Subject	

## In Relation to Teaching Role

### Teacher Practitioner Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL V – FULL PROFESSOR** *should provide evidence* from **WITHIN** their **FACULTY, discipline** and/or **profession** of:

1. **Recognition** and **ESTEEM** for **SUSTAINED excellence** in the **design, development** and **deployment** of:
  - **Learning programs, activities** and **resources** that *respond* to changing priorities; *engage, challenge, scaffold, and advance student enquiry and learning*; and *meet* required quality standards.
  - **Assessment** and **feedback strategies** and **learning environments** (physical and virtual) that *scaffold and support student learning* and *facilitate and enable student agency*.
  - **Evaluation instruments** and **tools** that support *ongoing review* and *improvement of student learning experience, teaching strategies, curricula, and the organisational environments* in which learning and teaching occur.
2. **Deep familiarity** with and **use** of the **scholarly research based thinking** that underpins **current approaches** to the **design, development** and **deployment** of:
  - Learning programs, activities, and resources;
  - Assessment and feedback strategies;
  - Learning environments;
  - Evaluation instruments and tools to support ongoing review and improvement.
3. **SUSTAINED engagement** in **professional development activities** *designed* to develop their **capabilities** as a **scholarly, reflective teacher PRACTITIONER**.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL V – FULL PROFESSOR**, *should provide evidence* from **WITHIN** and **BEYOND** their **INSTITUTION** of:

4. **Extensive, recognised** and **ESTEEMED contributions** to **scholarly debate** and/or **literature** related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching.
5. **SUSTAINED engagement** in **professional development activities** *designed* to further improve their **capabilities** as a **scholarly, reflective teacher LEADER** and **MANAGER**.

### Teacher Leader Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL V – FULL PROFESSOR** *should provide evidence* from **WITHIN** their **FACULTY, discipline** and/or **profession** of:

1. Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP** in engaging others in the:
  - **ongoing critical review** of the **currency** of their **FACULTY's educational programs** and **services**, particularly their **purposes, foci** and **content**, in light of *developments in their discipline/profession*

- *design, development, delivery and review of professional development activities to develop and/or maintain their colleagues' awareness of the implications of developments in their discipline/profession for the future development of their FACULTY's educational programs and services.*
2. Their **INFLUENCE** and **IMPACT** on the *evolution of the content, foci and purposes* of their **FACULTY's** educational programs and services.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL V – FULL PROFESSOR**, *should provide evidence* of:

3. Recognition and **ESTEEM** for **SUSTAINED LEADERSHIP WITHIN** and **BEYOND** their **INSTITUTION** in:
- *scholarly, research- and evidence-based review, (re)design and/or (re)development of learning and teaching designs, activities, resources and environments to align with advances in the discipline/profession.*
  - *fostering and building collaborative and collegial approaches to educational innovation and change*
  - *realising SUSTAINED improvement in learning, teaching, curricula, and/or the organizational conditions that enable and support such activities.*
  - *engaging in and disseminating the outcomes of scholarly research in teaching and learning within and possibly beyond their discipline/ profession.*
  - *the design and delivery of professional development activities designed to improve the knowledge, skills, and capabilities of individuals as scholarly, reflective teacher practitioners, leaders, and managers.*

#### Teacher Manager Standard:

An individual in a **Research and Teaching (RT)** position working at **LEVEL V – FULL PROFESSOR** *should provide evidence* of:

1. Recognition and **ESTEEM** for **SUSTAINED** contributions to *positive student learning experiences* through *effective MANAGEMENT and/or ADMINISTRATION* of the *business processes, resources and environments* associated with the **SUBJECTS** and/or **PROGRAMS** for which they are responsible.

**IN ADDITION** to the above, an individual in a **Teaching Focused (TF)** position working at **LEVEL V – FULL PROFESSOR**, *should provide evidence* of:

2. Recognition and **ESTEEM** for **SUSTAINED IMPROVEMENT** of *students' learning experiences* by *LEADING and MANAGING the development and on-going improvement* of the *administrative and business processes, resources, and environments* associated with *teaching and learning* in the **SUBJECTS** and **PROGRAMS** for which they are responsible.

## Additional Standards

Individuals appointed at **LEVEL V – FULL PROFESSOR** from time-to-time may be expected to assume *formal management responsibilities* for aspects of teaching and learning *beyond* those directly associated with the Subjects/Courses/Modules/Topics for which they are responsible. **Where this is the case, regardless of the type of appointment (RT or TF), the following additional standards apply.** The individual *should provide evidence* of:

1. Recognition and **ESTEEM** for **SUSTAINED achievement**, in *effectively MANAGING the planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components* of their *SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services*.
2. **Significant INFLUENCE and IMPACT WITHIN** and *possibly BEYOND* their *SCHOOL, FACULTY and/or INSTITUTION* on the *governance* of learning and teaching through **LEADERSHIP** in *teaching, learning and other related committees and groups*.
3. **Significant INFLUENCE and IMPACT** on the *development of learning and teaching* through **LEADERSHIP** of *PROGRAM, SCHOOL, FACULTY or INSTITUTIONAL learning and teaching enhancement projects or programs*, as required, from time-to-time.

Examples of the *evidence* that might be provided to demonstrate performance and/or contributions against these standards can be found in **Figure 18**.



**Figure 18: Examples of the Types of Evidence that Could be used to Enable Assessment of Performance and/or Contributions Through Teaching Against U21 Indicators at LEVEL V – FULL PROFESSOR**

Dimension of Teaching	Role			
	Teacher Practitioner	Teacher Leader	Teacher Manager	For those in FPMR
<b>RT Positions</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Data concerning the <b>subjects</b> the individual has taught <b>over the last 7 years</b> (Names, purpose foci, level, numbers of students enrolled and examined, teaching role(s) assumed.)</li> <li>Examples of the individual's <b>approach to facilitating learning</b> within and beyond the classroom.</li> <li>Student experience data <b>over the last 7 years</b> that speaks to the <b>effectiveness of these approaches</b> in influencing students' approaches to learning.</li> <li>Student examination and assessment results <b>over the last 7 years benchmarked</b> against other cohorts that speak to the <b>effectiveness of these approaches</b> in facilitating students' learning.</li> <li>Peer/mentor/supervisor reports on the <b>quality, appropriateness, and effectiveness</b> of the individual's approaches to facilitating student learning</li> <li>Prizes, awards and/or testimonials from <b>within &amp; possibly beyond their faculty and institution</b> for the sustained <b>quality and effectiveness of their approaches to the facilitation of learning.</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers from within and possibly beyond their School, faculty and institution</b> in <b>reviewing the approaches taken to facilitating student learning</b> in the <b>subjects and/or programs</b> in which they teach, in light of <b>advances/developments in the discipline/profession</b></li> <li>Schedules, agenda and participant lists for such activities</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Testimonials from peers within and beyond their institution of the positive influence the individual has had on maintaining the currency of the <b>purposes, foci and content</b> of the subjects/ programs taught in their school, faculty and institution.</li> <li>Comments in external <b>expert peer review reports related to such activities..</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual <b>developing and deploying:</b> (a) Clear, timely accessible <b>information for prospective students</b> to assist decision-making regarding enrolment in the <b>programs and/or subjects</b> for which the individual is responsible. (b) Clear, timely accessible <b>subject outlines/guides</b> that provide students with information about the purpose, foci, content, learning activities, resources environments, assessment, and schedules for all <b>subjects in the programs</b> for which the individual is responsible.</li> <li>Data concerning the ways in which the individual <b>manages their availability</b> to support their students out of classroom times.</li> <li>Evidence of the <b>provision of feedback to students in a manner that enables them to learn</b> from it <b>prior to</b> them having to engage in or complete high stakes assessment tasks.</li> <li>Evidence of <b>timely submission</b> of all census, assessment, examination and other required data by designated dates.</li> </ul>	<ul style="list-style-type: none"> <li>Information concerning the individual's FPMR including: <ul style="list-style-type: none"> <li>a. a job description that outlines the nature and scope of the responsibilities associated with the position;</li> <li>b. the budget, staff, resources, equipment, and plant that must be managed;</li> <li>c. the key performance targets associated with the position</li> <li>d. a list of the programs and services for which the individual is responsible .</li> </ul> </li> <li>Examples of the strategic, operational and financial plans developed by the individual for the organizational unit (Program, School, Faculty Institution) for which they are responsible.</li> <li>Examples of activities undertaken to build the ongoing capacity and capability of the unit to deliver its educational programs and services.</li> <li>Examples of plans for the development and delivery of the unit's educational programs and services</li> <li>Examples of the individual's approach to monitoring performance/achievement against: (a) the goals/ targets included in these plans, and (b) the budgets, staff, resources, equipment, and plant allocated to support these plans.</li> </ul>
Educational Design	<ul style="list-style-type: none"> <li>Samples of <b>learning activities and resources, assessment tasks, feedback mechanisms, and learning environments designed, developed and deployed</b> by the individual <b>over the last 7 years.</b></li> <li>Student experience data <b>over the last 7 years</b> that speaks to: (a) the <b>effectiveness of these designs</b> in supporting student learning; (b) the <b>influence of these designs</b> on students' approach to learning.</li> <li>Expert peer reviews of these designs.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual to <b>engage peers from within and beyond their School, faculty and institution, in reviewing the educational designs of the subjects and programs</b> for which they are responsible in light of <b>advances/developments</b> in their <b>discipline/profession</b></li> <li>Schedules, agenda and participant lists</li> <li>Discussion/position papers developed by the individual to support such activities</li> <li>Comments in external <b>expert peer review reports related to such activities</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's effective management of the <b>development, maintenance and/or deployment</b> of the <b>learning resources</b> (e.g., reading lists, simulations, case studies, equipment, technology) <b>and environments</b> (physical and virtual - rooms, VLEs) that are employed in <b>the subjects and/or programs</b> for which the individual is responsible.</li> <li>Student experience data</li> <li>Testimonials from peers and expert subject assessors</li> <li>External quality verification reports</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual responds to performance data related to the organizational unit, programs and services for which they are responsible.</li> <li>Examples of the contributions individuals make to the governance and of learning and teaching through their contributions to program, school, faculty or institution level learning and teaching committees.</li> </ul>
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has <b>improved their teaching practice via critical evidence based reflection on feedback</b> from their <b>students and peers.</b></li> <li>Evaluation instruments and reports</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the <b>changes</b> made to the <b>content, foci and purpose of the subjects and programs</b> in their school, faculty or institution in light of student/peer feedback and <b>advances/developments</b> in their <b>discipline/profession.</b></li> </ul>	<ul style="list-style-type: none"> <li>Testimonials as to the quality of the individual's <b>management of the business/administrative processes</b> associated with <b>student and peer review processes in the subjects and programs</b> for which they are responsible.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's influence and impact on the <b>development</b> of the organizational infrastructure necessary to enable and support learning and teaching within and possibly beyond the organizational unit (program/school) for</li> </ul>

Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has <b>engaged with the scholarship of teaching and learning within and beyond their discipline/profession</b> as part of their ongoing professional development to improve their capability as a <b>teacher</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of activities <b>initiated</b> by the individual that <b>engage others</b> in <b>reviewing the currency of the purposes, foci and content of the subjects and/or programs</b> offered within and beyond their faculty, in light of advances/developments in their <b>discipline/ profession</b></li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual's expertise in management of <b>professional learning activities</b> for those involved in teaching in <b>the subjects/programs</b> for which they are responsible.</li> <li>Schedules, agendas, resources and participant lists for such activities.</li> </ul>	<p>which they are responsible.</p> <ul style="list-style-type: none"> <li>Examples of effective leadership and management of <b>program, school, or faculty learning and teaching enhancement projects or programs</b>, as required, from time-to-time.</li> </ul>
<b>TF Positions (In addition to the evidence described above an individual in a TF position might also provide the following evidence)</b>				
Learning Facilitation	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has based their approach to the <b>facilitation of student learning on scholarly, evidence-based research</b>.</li> <li>Testimonials for expertise in regard to same</li> <li>Trials of new approaches to facilitating learning and associated evaluation data and findings</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and beyond their institution to change their approach to the facilitation of student learning</b>, in light of advances/developments in the scholarship of teaching and learning and/or their <b>discipline/ profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences</b> in the <b>subjects/ programs for which they are responsible by engaging others</b> in processes to <b>review, and where necessary revise the business/ administrative processes for facilitating learning</b>.</li> </ul>	The additional evidence required from those in TF positions who hold FPMR in relation to teaching is the same as that required from individuals in RT positions, outlined above.
Educational Design	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has based their approach to <b>educational design on scholarly, evidence-based, research</b>.</li> <li>Testimonials for expertise in regard to same</li> <li>Trials of new educational designs and associated evaluation data and findings</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and beyond their institution, to change their approach to the design of learning activities, resources, environments, assessment and feedback mechanisms in light of advances/developments</b> in the scholarship of teaching and learning and/or their <b>discipline/ profession</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences within and possibly beyond their faculty, by engaging others</b> in processes to <b>review, and where necessary revise the business/ administrative processes associated with educational (re)design</b>.</li> </ul>	
Reflective Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has <b>based their approach to the review and improvement of the quality and effectiveness</b> of their teaching, <b>on scholarly, evidence-based, research</b>.</li> <li>Data <b>over the last 7 years</b> showing the <b>impact of changes the individual</b> has made to their <b>educational designs and approaches to learning facilitation</b>, on <b>student experience, learning outcomes, attrition and progression rates</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of how the individual has <b>influenced others within and beyond their institution to change their approach to the review and improvement of the quality and effectiveness</b> of their <b>teaching</b> in light of advances/developments in the scholarship of teaching and learning and/or their <b>discipline/ profession</b>.</li> <li>Data on the impact of these changes</li> </ul>	<ul style="list-style-type: none"> <li>Examples of <b>how the individual has improved students' learning experiences within and possibly beyond their institution, by engaging others</b> in processes to <b>review, and where necessary revise the business/administrative processes associated with ongoing critical reflection on teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	
Scholarly Practice	<ul style="list-style-type: none"> <li>Examples <b>over the last 7 years</b> of how the individual has <b>engaged with the scholarship of teaching and learning</b> as part of their ongoing efforts to improve their capability as a <b>scholarly reflective teacher practitioner, leader and manager</b>.</li> <li>Scholarly <b>contributions</b> to meetings, conferences, journals</li> <li>Refereed journal articles and publications</li> <li>Research grants and income</li> <li>Testimonials and citations</li> <li>Prizes, awards, testimonials for <b>scholarly practices</b> in relation to teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of the individual: (a) <b>engaging in/ disseminating the outcomes of scholarly research</b> in teaching &amp; learning <b>within and beyond their institution, discipline/profession nationally/internationally;</b> (b) contributing to the <b>design, development and/or delivery of professional development programs/ activities/services</b> (e.g., mentoring/coaching services) <b>within and beyond their institution</b> to improve the <b>knowledge, skills, and capabilities of others</b>, as <b>scholarly, reflective teacher practitioners, leaders, and managers</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Examples of changes the individual has made to their management of the <b>business and/or administrative processes</b> associated with the <b>subjects and programs in which they teach</b> on the basis of their <b>expert understanding of the scholarship of teaching and learning</b>.</li> <li>Data on the impact of these changes</li> </ul>	



## Using the Standards

To assess performance and/or contributions to teaching using the U21 Teaching Standards Framework, the *following questions must be asked of the evidence provided*.

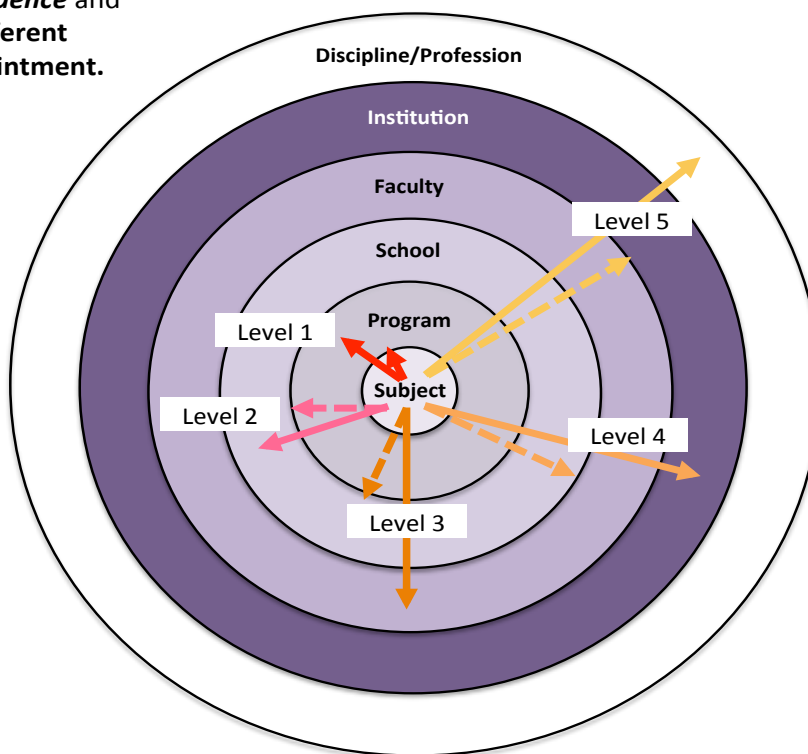
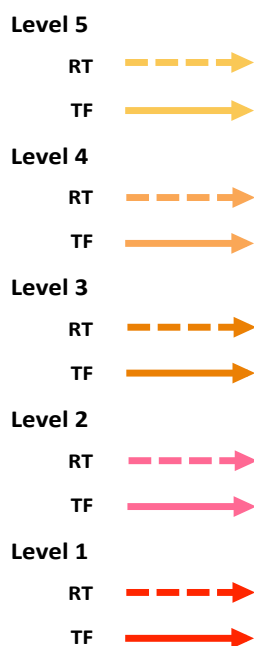
Does the data/information *provide evidence* of:

1. The level of **ENGAGEMENT** in each of the *key roles* and *dimensions* of *teaching* expected at this level?
2. **EFFECTIVENESS** in each of the *key roles* and *dimensions* of *teaching* expected at this level?
3. **ESTEEM** at the level expected of a teacher at this level?
4. **IMPACT** of the type and at the level expected of a teacher at this level?
5. **INFLUENCE** of the type and at the level expected of a teacher at this level?
6. The level of **SUSTAINABILITY** of performance/contribution expected of a teacher at this level?

Figure 19 illustrates the *spheres of Esteem, Influence and Impact* expected at different levels promotion/appointment by type of appointment.

Figure 19

**Spheres of Esteem, Influence and Impact Expected at Different Levels by Type of Appointment.**



## Glossary

### **Accomplished**

An individual is deemed to be an *accomplished teacher* when they can provide evidence of a sustained capacity for high quality teaching, underpinned by a deep knowledge of scholarly, evidence-based thinking, that produces high quality learning outcomes and experiences for students, within their discipline or profession.

### **Assistant Professor**

A tenure track position in a higher education institution that requires the incumbent to assume significant responsibilities for teaching including those of the teacher practitioner, teacher leader and teacher manager.

### **Associate Professor**

A continuing, tenured position in a higher education institution that requires the incumbent to demonstrate considerable leadership in fulfilling the responsibilities of a scholarly, reflective evidence based teacher practitioner, teacher leader and teacher manager.

### **Discipline**

A branch of knowledge, study, enquiry and research that is strongly associated with a given scholastic subject area or business unit within a higher education institution. For example, the disciplines of mathematics, physics and chemistry are strongly associated with the scholastic subject area of Science and are critical disciplines underpinning the work in faculties like medicine and engineering.

### **Educational Design**

That dimension of teaching that involves designing, developing & deploying resources, learning activities, support, and assessment tasks within physical and/or digital environments to enable and support learning.

### **Effective**

An individual is deemed to be an *effective teacher* when they can provide evidence of a sustained capacity for quality teaching, underpinned by scholarly, reflective, evidence-based thinking, that produces high quality learning outcomes and experiences for students, within their discipline or profession.

### **Esteem**

The respect in which an individual is held based upon their achievements, performance, contributions or abilities.

### **Evidence**

The available body of facts or information indicating whether a belief or proposition is true or valid.

### **Expert**

An individual is deemed to be an *expert teacher* when they can provide evidence of a sustained capacity for high quality teaching, underpinned by a deep knowledge of the

scholarship of learning and teaching, that produces high quality learning outcomes and experiences for students, within and beyond their discipline or profession.

### **Faculty**

The name given to the largest of the constituent business units of a higher education institution associated with a broad area of scholarly interest (e.g., Medicine, Law, Education or Engineering).

### **Full Professor**

A continuing, tenured position in a higher education institution that requires the incumbent to demonstrate expert, scholarly, reflective, and evidence-based leadership in fulfilling the responsibilities of a teacher practitioner, teacher leader and teacher manager

### **Impact**

the objective measurable **change** in those things to which teaching, either as a practitioner, leader or manager, is directed - improvements in student learning outcomes; student experience /satisfaction of/with learning, teaching, curricula, or the organisational (administrative, technological, physical, social or cultural) conditions in support of same.

### **Indicator**

A thing that indicates the state or level of something. For example, teaching indicators are things that indicate the particular condition of an individual's teaching at a specific point in time.

### **Influence**

The effect that an individual has on another's thinking, practice or development as a teacher (e.g., a colleague changes their approach to the provision of assessment feedback as a result the individual's advocacy for the change). Influence could therefore be evidenced by: narratives or testimonials from others; copies of personal statements of teaching philosophy; curriculum artefacts; evaluation strategies/instruments; and/or scholarly articles/presentations

### **Learning Facilitation**

That dimension of teaching that involves engaging, challenging, scaffolding, supporting and providing students with feedback on their learning.

### **Lecturer**

An entry level, non-tenured, often full-time teaching position in a higher education institution that requires the incumbent to assume significant responsibilities for teaching including those of the teacher practitioner, teacher leader and teacher manager.

### **Program**

The body of work that must be satisfactorily completed for a qualification (e.g., a diploma or degree) to be awarded.

**Recognition**

Is the appreciation someone shows for another's achievements, performance, contributions or abilities.

**Reflective Practice**

That dimension of teaching that involves the analysis of data to inform ongoing efforts to assure and improve the quality of one's teaching, student learning & curricula.

**Research and Teaching (RT) Positions**

Positions that incorporate expectations of *substantive contributions to both disciplinary research and teaching* related activities. Typically, 40% of a full-time workload is devoted to each of these activities, with the balance (20%) taken up with institutional- or community-service related activities. Such positions carry expectations of *significant contributions to research through supervision, publications and leadership in relation to the development of the discipline, and excellence in relation to teaching within the normative practices of the discipline*. RT positions may or may not be tenured and/or continuing in nature, and are identified by a variety of different job titles (e.g., Lecturer, Senior Lecturer, Assistant/Associate/Full Professor) within and across institutions.

**Scholarly Practice**

That dimension of teaching that involves engaging in and with, and/or contributing to, the scholarship of teaching and learning (SOTL) through the dissemination of teaching approaches and /or enhancements.

**School**

The name given to the constituent business units of a Faculty within a higher education institution. Typically, Schools focus on studies in particular components (e.g., Public Health or Mechanical Engineering) of broader areas of scholarly interest (e.g., Medicine or Engineering). Sometimes called a department or discipline.

**Scope of Influence**

The extent to which an individual is able to influence or affect the thinking, practice, or development of others. (e.g., The individual was able to influence colleagues within and beyond their own institution.)

**Standard**

A level of quality or attainment.

**Subject**

The name given to the components of the program of studies that must be satisfactorily completed for the award of a qualification (diploma or degree). Sometimes called a course, topic, or module.

**Sustainability**

The ability to maintain a certain rate or level of performance and/or contribution over time.

### **Teacher Leader**

The focus of the *Teacher Leader* is on the work the individual does in any of the four key areas or dimensions of teaching (Learning Facilitation, Educational Design, Reflective or Scholarly Practice) to *influence and support others to innovate or change their practice* in any of these areas of teaching.

### **Teacher Manager (FPMR)**

The focus of the *Teacher Manager* role, for individuals occupying a Formal Position of Management Responsibility (FPMR) in relation to teaching beyond those of a Subject convener, is on the work the individual does to create and maintain organisational conditions to enable and support learning and teaching within the organizational unit(s) for which they are responsible.

### **Teacher Manager (NFPMR)**

The focus of the *Teacher Manager* role for individuals with No Formal Position of Management Responsibility (NFPMR) beyond those of a Subject convener, is on the work the individual does to create and maintain organisational conditions necessary to enable and support learning and teaching within the Subject for which they are responsible.

### **Teacher Practitioner**

The focus of the Teacher Practitioner is on the work the individual does in any of the four key areas or dimensions of teaching (Learning Facilitation, Educational Design, Reflective or Scholarly Practice) to *facilitate and support the learning of their students*

### **Teaching Focused (TF) Positions**

Positions that require *significantly larger* contributions to *teaching and teaching related activities* than to *disciplinary research*. Typically, 60 to 80% of full-time workload is devoted to teaching and teaching related activities with the balance taken up with disciplinary research and/or institutional- or community-service. Such positions carry expectations of *significant leadership* in the *enhancement of teaching and learning* and in the *management of the organizational environments that support and/or enable high quality learning and teaching*, through the adoption of *scholarly, evidence based approaches*. TF positions may or may not be tenured and/or continuing in nature, and are identified by a variety of different job titles (e.g., Instructor, Lecturer, Assistant/Associate/Full Professor) within and across institutions.

### **Tutor**

A non-tenured, usually part-time and fixed-term position in a higher education institution that requires the incumbent to assume the responsibilities of teacher practitioner for one or more cohorts of students enrolled in a subject offered and managed by a more senior individual.

			Level of Appointment		
Standard	Level I - TUTOR	Level II – LECTURER	LEVEL III – ASSISTANT PROFESSOR	LEVEL IV – ASSOCIATE PROFESSOR	LEVEL V – FULL PROFESSOR
General Overall Standard for R&T and TF Appointments	The individual should be <b>recognised</b> and <b>possibly ESTEEMED</b> as an <b>EFFECTIVE</b> and <b>REFLECTIVE</b> teacher practitioner, with <b>positive IMPACT</b> and <b>INFLUENCE</b> on student <b>learning</b> and <b>experience</b> , <b>WITHIN</b> the <b>SUBJECTS</b> they teach.	The individual should be <b>recognised</b> and <b>ESTEEMED</b> as an <b>EFFECTIVE</b> and <b>REFLECTIVE</b> teacher practitioner, leader and manager, with <b>positive SUSTAINED IMPACT</b> and <b>INFLUENCE</b> on student <b>learning</b> and <b>experience</b> , <b>WITHIN</b> and <b>possibly BEYOND</b> the <b>SUBJECTS</b> they teach.	The individual should be <b>recognised</b> and <b>ESTEEMED</b> as an <b>EFFECTIVE, SCHOLARLY</b> , and <b>REFLECTIVE</b> teacher practitioner, leader and manager, with <b>positive SUSTAINED IMPACT</b> and <b>INFLUENCE</b> on <b>teaching</b> and <b>learning</b> , <b>WITHIN</b> and <b>possibly BEYOND</b> the <b>PROGRAM(S)</b> in which they teach.	The individual should be <b>recognised</b> and <b>ESTEEMED</b> as an <b>ACCOMPLISHED, SCHOLARLY</b> , and <b>REFLECTIVE</b> teacher practitioner, leader and manager, with <b>positive SUSTAINED IMPACT</b> and <b>INFLUENCE</b> on <b>teaching</b> and <b>learning</b> , <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>SCHOOL</b> .	The individual should be <b>recognised</b> and <b>ESTEEMED</b> as an <b>EXPERT, SCHOLARLY</b> , and <b>REFLECTIVE</b> teacher practitioner, leader and manager, with <b>positive SUSTAINED IMPACT</b> and <b>INFLUENCE</b> on <b>teaching</b> and <b>learning</b> , <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>FACULTY</b> .
Specific In terms of Key Indicators	<p><b>RT Appointments</b> The individual should <b>provide evidence</b> from their <b>STUDENTS</b> and <b>PEERS</b>, of:</p> <ol style="list-style-type: none"> <li>1. Recognition and <b>possibly ESTEEM</b> for being an <b>EFFECTIVE teacher practitioner</b> in their discipline/profession, in the areas of <b>learning facilitation</b> and <b>reflective practice</b>.</li> <li>2. Their positive <b>IMPACT</b> on the <b>learning outcomes</b> and <b>experiences</b> of their students.</li> <li>3. Their <b>positive INFLUENCE</b> on the <b>approaches to learning</b> adopted by their students.</li> <li>4. <b>SUSTAINED</b> and <b>regular</b>: <ul style="list-style-type: none"> <li>• <b>review</b> and <b>reflection</b>, based on <b>feedback from students</b> and <b>peers</b>, on their <b>teaching</b> and <b>its IMPACT</b> on their students' <b>learning</b> and <b>experience</b>.</li> <li>• <b>participation</b> in <b>PROFESSIONAL DEVELOPMENT</b> activities focused on <b>effective facilitation of student learning</b>.</li> </ul> </li> </ol>	<p><b>RT Appointments</b> The individual should <b>provide evidence</b> from their <b>STUDENTS</b> and <b>PEERS</b> of:</p> <ol style="list-style-type: none"> <li>1. Recognition and <b>ESTEEM</b> for being an <b>EFFECTIVE teacher practitioner</b> in their discipline/profession, in the areas of <b>learning facilitation, educational design</b>, and <b>reflective practice</b>.</li> <li>2. Their positive <b>IMPACT</b> on the <b>learning outcomes</b> and <b>experiences of students</b> and on the <b>continuing development</b> of: <ul style="list-style-type: none"> <li>• <b>learning activities</b></li> <li>• <b>assessment and feedback strategies</b></li> <li>• <b>learning environments</b></li> </ul> </li> <li>3. Their positive <b>INFLUENCE</b> on <b>their students' approaches to learning</b>.</li> <li>4. <b>SUSTAINED</b> performance as an <b>EFFECTIVE teacher practitioner</b> in the areas of <b>learning facilitation, educational design</b>, and <b>reflective practice</b> for <b>at least 3 years</b>.</li> </ol>	<p><b>RT Appointments</b> The individual should <b>provide evidence</b> from <b>STUDENTS</b> and <b>PEERS</b> from <b>WITHIN</b> the <b>PROGRAM(S)</b> in which they teach of:</p> <ol style="list-style-type: none"> <li>1. Recognition and <b>ESTEEM</b> for being an <b>EFFECTIVE, scholarly, and reflective, teacher practitioner, leader, and manager</b> in their discipline/profession.</li> <li>2. Their positive <b>IMPACT</b> on the <b>learning outcomes</b> and <b>experiences of students</b> and on the <b>quality</b> of the: <ul style="list-style-type: none"> <li>• <b>learning activities</b></li> <li>• <b>assessment and feedback strategies</b></li> <li>• <b>learning environments</b></li> </ul> </li> <li>3. Their positive <b>INFLUENCE</b> on <b>students' approaches to learning</b>.</li> <li>4. <b>SUSTAINED</b> performance in <b>ALL FOUR core dimensions of teaching</b> (learning facilitation, educational design, reflective and scholarly teaching) for <b>at least 3 to 5 years</b>.</li> </ol>	<p><b>RT Appointments</b> The individual should <b>provide evidence</b> from <b>STUDENTS</b> and <b>PEERS</b> from <b>WITHIN</b> their <b>SCHOOL</b> of:</p> <ol style="list-style-type: none"> <li>1. Recognition and <b>ESTEEM</b> for being an <b>ACCOMPLISHED, scholarly and reflective</b> teacher practitioner, leader and manager in their discipline/profession.</li> <li>2. Their positive <b>IMPACT</b> on the <b>learning outcomes</b> and <b>experiences of students</b>, and on the <b>quality</b> of the: <ul style="list-style-type: none"> <li>• <b>learning activities</b></li> <li>• <b>assessment and feedback strategies</b></li> <li>• <b>learning environments</b></li> </ul> </li> <li>3. Their positive <b>INFLUENCE</b> on <b>students' approaches to learning</b>.</li> <li>4. <b>SUSTAINED</b> performance in <b>ALL FOUR core dimensions of teaching</b> (learning facilitation, educational design, reflective and scholarly teaching) for <b>at least 5 to 7 years</b>.</li> </ol>	<p><b>RT Appointments</b> The individual should <b>provide evidence</b> from <b>STUDENTS</b> and <b>PEERS</b> from <b>WITHIN</b> their <b>FACULTY</b> of:</p> <ol style="list-style-type: none"> <li>1. Recognition and <b>ESTEEM</b> for being an <b>EXPERT, scholarly and reflective</b> teacher practitioner, leader and manager in their discipline/ profession.</li> <li>2. Their positive <b>IMPACT</b> on the <b>learning outcomes</b> and <b>experiences of students</b>, and on the <b>quality</b> of the: <ul style="list-style-type: none"> <li>• <b>learning activities</b></li> <li>• <b>assessment and feedback strategies</b></li> <li>• <b>learning environments</b></li> </ul> </li> <li>3. Their positive <b>INFLUENCE</b> on <b>students' approaches to learning</b>.</li> <li>4. <b>SUSTAINED</b> performance in <b>ALL FOUR core dimensions of teaching</b> (learning facilitation, educational design, reflective and scholarly teaching) for <b>at least 7 years</b>.</li> </ol>
	<p><b>TF Appointments</b> <b>In addition to the above</b>, the individual should <b>provide evidence</b>, from <b>students and peers</b> <b>WITHIN</b> and <b>possibly BEYOND</b> the <b>SUBJECTS</b> in which they teach, of:</p> <ol style="list-style-type: none"> <li>5. Recognition and <b>possibly ESTEEM</b> for their: <ul style="list-style-type: none"> <li>• capacity to <b>design</b> learning activities, assessment tasks, feedback strategies and learning environments that <b>EFFECTIVELY scaffold</b> and <b>support</b> student learning.</li> <li>• <b>reflective, EVIDENCE BASED</b> approach to the <b>ongoing development</b> of their teaching.</li> </ul> </li> <li>6. Their <b>INFLUENCE</b> on the <b>approaches to teaching adopted by their peers</b> as a result of them sharing their approaches to teaching with others.</li> </ol>	<p><b>TF Appointments</b> <b>In addition to the above</b>, the individual should <b>provide evidence</b>, from <b>WITHIN</b> and <b>possibly BEYOND</b> the <b>PROGRAMS</b> in which they teach, of:</p> <ol style="list-style-type: none"> <li>5. Recognition and <b>ESTEEM</b> from peers for their <b>engagement with, understanding and use of</b>, the scholarship of teaching and learning in their discipline/ profession, in <b>exercising their roles</b> as <b>teacher practitioner, leader and manager</b>.</li> <li>6. The positive <b>IMPACT</b> and <b>INFLUENCE</b> of their <b>KNOWLEDGE</b> of the scholarship of teaching and learning on the <b>design, development and adoption</b> of <b>research or evidence-based approaches</b> to educational design, learning facilitation, and review/evaluation of learning/ teaching/curricula <b>WITHIN</b> and <b>possibly BEYOND</b> the <b>SUBJECTS</b> they teach.</li> </ol>	<p><b>TF Appointments</b> <b>In addition to the above</b>, the individual should <b>provide evidence</b>, from <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>SCHOOL</b>, of:</p> <ol style="list-style-type: none"> <li>5. Recognition and <b>ESTEEM</b> from peers for their <b>SUBSTANTIAL engagement with, understanding of and developing capacity for contribution to</b>, the scholarship of teaching and learning <b>WITHIN</b> the area of their disciplinary/ professional expertise.</li> <li>6. The positive <b>IMPACT</b> and <b>INFLUENCE</b> of their <b>LEADERSHIP</b> on the <b>design, development, dissemination and adoption</b> of <b>INNOVATIVE approaches</b> to educational design, learning facilitation, and the review/evaluation of learning/teaching/curricula, <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>SCHOOL</b>.</li> </ol>	<p><b>TF Appointments</b> <b>In addition to the above</b>, the individual should <b>provide evidence</b>, from <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>FACULTY</b>, of:</p> <ol style="list-style-type: none"> <li>5. Recognition and <b>ESTEEM</b> from peers for their <b>DEEP engagement with, understanding of and regular contributions to</b> the scholarship of teaching and learning <b>WITHIN</b> and <b>possibly BEYOND</b> the area of their disciplinary/ professional expertise.</li> <li>6. The positive <b>IMPACT</b> and <b>INFLUENCE</b> of their <b>LEADERSHIP</b> on the <b>design, development, dissemination and adoption</b> of <b>INNOVATIVE approaches</b> to educational design, learning facilitation, and the review/evaluation of learning/ teaching/curricula, <b>WITHIN</b> and <b>possibly BEYOND</b> their <b>FACULTY</b>, for a <b>SUSTAINED</b> period.</li> </ol>	<p><b>TF Appointments</b> <b>In addition to the above</b>, the individual should <b>provide evidence</b>, from <b>WITHIN</b> and <b>BEYOND</b> their <b>INSTITUTION</b>, of:</p> <ol style="list-style-type: none"> <li>5. Recognition and <b>ESTEEM</b> from peers for their <b>DEEP and EXTENSIVE engagement with, understanding of, and contributions to</b> the scholarship of teaching and learning <b>WITHIN</b> and <b>BEYOND</b> the area of their disciplinary/ professional expertise.</li> <li>6. The positive <b>IMPACT</b> and <b>INFLUENCE</b> of their <b>LEADERSHIP</b> on the <b>design, development, dissemination and adoption</b> of <b>INNOVATIVE approaches</b> to the governance, management and/or practice of teaching, <b>WITHIN</b> and <b>BEYOND</b> their <b>INSTITUTION</b>, for a <b>SUSTAINED</b> period.</li> </ol>
In terms of			Teacher Practitioner		



Teaching Role	RT Appointments	RT Appointments	RT Appointments	RT Appointments	RT Appointments
	TF Appointments	TF Appointments	TF Appointments	TF Appointments	TF Appointments
	<p>The individual <b><i>should provide evidence</i></b>, from <b><i>students and peers</i></b>, of:</p> <ol style="list-style-type: none"> <li>Recognition for achievement in the <b><i>EFFECTIVE deployment</i></b> of: <ul style="list-style-type: none"> <li><b><i>Learning activities and resources</i></b> that engage, challenge, scaffold, and advance student enquiry and learning; <b><i>and meet</i></b> required quality standards;</li> <li><b><i>Assessment and feedback strategies and learning environments</i></b> (physical and virtual) that scaffold and support student learning <b><i>and facilitate</i></b> and enable student agency;</li> <li><b><i>evaluation instruments and tools</i></b> that support ongoing review <b><i>and</i></b> development of their <b><i>teaching and</i></b> students' learning experience.</li> </ul> </li> <li><b><i>Engagement in professional development activities</i></b> to develop the <b><i>knowledge, skills, and capabilities</i></b> necessary to <b><i>EFFECTIVELY deploy</i></b> <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> </ol>	<p>The individual <b><i>should provide evidence</i></b> from <b><i>students and peers</i></b> of:</p> <ol style="list-style-type: none"> <li>Recognition <b><i>and</i></b> <b><i>ESTEEM for SUSTAINED achievement</i></b> in the <b><i>effective deployment</i></b> of: <ul style="list-style-type: none"> <li><b><i>Learning programs, activities and resources</i></b> that engage, challenge, scaffold, and advance student enquiry and learning; <b><i>and meet</i></b> required quality standards.</li> <li><b><i>Assessment and feedback strategies and learning environments</i></b> (physical and virtual) that scaffold and support student learning <b><i>and facilitate</i></b> and enable student agency.</li> <li><b><i>Evaluation instruments and tools</i></b> that support ongoing review <b><i>and</i></b> improvement of student learning experience, teaching strategies, curricula, and the organisational environments in which learning and teaching occur.</li> </ul> </li> <li>A <b><i>developing familiarity with the scholarly, research based thinking</i></b> that underpins <b><i>current approaches to the design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>Engagement in professional development activities designed</i></b> to develop their <b><i>capabilities as an effective, reflective teacher PRACTITIONER</i></b>.</li> </ol>	<p>The individual <b><i>should provide evidence</i></b> from <b><i>students and peers</i></b> in the <b><i>discipline/ profession</i></b> in which they work of:</p> <ol style="list-style-type: none"> <li>Recognition <b><i>and</i></b> <b><i>ESTEEM for SUSTAINED excellence</i></b> in the <b><i>design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li><b><i>Learning programs, activities and resources</i></b> that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; <b><i>and meet</i></b> required quality standards.</li> <li><b><i>Assessment and feedback strategies and learning environments</i></b> (physical and virtual) that scaffold and support student learning <b><i>and facilitate</i></b> and enable student agency.</li> <li><b><i>Evaluation instruments and tools</i></b> that support ongoing review <b><i>and</i></b> improvement of student learning experience, teaching strategies, curricula, <b><i>and</i></b> the organisational environments in which learning and teaching occur.</li> </ul> </li> <li><b><i>Familiarity with and use of the scholarly research based thinking</i></b> that underpins <b><i>current approaches to the design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>SUSTAINED engagement in professional development activities designed</i></b> to develop their <b><i>capabilities as a scholarly, reflective teacher PRACTITIONER</i></b>.</li> </ol>	<p>The individual <b><i>should provide evidence</i></b> from <b><i>WITHIN</i></b> their <b><i>SCHOOL, discipline and/or profession</i></b> of:</p> <ol style="list-style-type: none"> <li>Recognition <b><i>and</i></b> <b><i>ESTEEM for SUSTAINED excellence</i></b> in the <b><i>design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li><b><i>Learning programs, activities and resources</i></b> that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; <b><i>and meet</i></b> required quality standards.</li> <li><b><i>Assessment and feedback strategies and learning environments</i></b> (physical and virtual) that scaffold and support student learning <b><i>and facilitate</i></b> and enable student agency.</li> <li><b><i>Evaluation instruments and tools</i></b> that support ongoing review <b><i>and</i></b> improvement of student learning experience, teaching strategies, curricula, <b><i>and</i></b> the organisational environments in which learning and teaching occur.</li> </ul> </li> <li><b><i>Deep familiarity with and use of the scholarly research based thinking</i></b> that underpins <b><i>current approaches to the design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>SUSTAINED engagement in professional development activities designed</i></b> to develop their <b><i>capabilities as a scholarly, reflective teacher PRACTITIONER</i></b>.</li> </ol>	<p>The individual <b><i>should provide evidence</i></b> from <b><i>WITHIN</i></b> their <b><i>FACULTY, discipline and/or profession</i></b> of:</p> <ol style="list-style-type: none"> <li>Recognition <b><i>and</i></b> <b><i>ESTEEM for SUSTAINED excellence</i></b> in the <b><i>design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li><b><i>Learning programs, activities and resources</i></b> that respond to changing priorities; engage, challenge, scaffold, and advance student enquiry and learning; <b><i>and meet</i></b> required quality standards.</li> <li><b><i>Assessment and feedback strategies and learning environments</i></b> (physical and virtual) that scaffold and support student learning <b><i>and facilitate</i></b> and enable student agency.</li> <li><b><i>Evaluation instruments and tools</i></b> that support ongoing review <b><i>and</i></b> improvement of student learning experience, teaching strategies, curricula, <b><i>and</i></b> the organisational environments in which learning and teaching occur.</li> </ul> </li> <li><b><i>Deep familiarity with and use of the scholarly research based thinking</i></b> that underpins <b><i>current approaches to the design, development and deployment</i></b> of: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>SUSTAINED engagement in professional development activities designed</i></b> to develop their <b><i>capabilities as a scholarly, reflective teacher PRACTITIONER</i></b>.</li> </ol>
	<p>In addition to the above, the individual <b><i>should provide evidence</i></b> of:</p> <ol style="list-style-type: none"> <li>Recognised capacity to <b><i>design/create EFFECTIVE</i></b>: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>Engagement in activities</i></b> to develop the <b><i>knowledge, skills, and capabilities</i></b> to be an <b><i>effective educational designer</i></b>.</li> </ol>	<p>In addition to the above, the individual <b><i>should provide evidence</i></b> of:</p> <ol style="list-style-type: none"> <li><b><i>SUSTAINED achievement</i></b> in the <b><i>design and development of EFFECTIVE</i></b>: <ul style="list-style-type: none"> <li>Learning programs, activities, and resources;</li> <li>Assessment and feedback strategies;</li> <li>Learning environments;</li> <li>Evaluation instruments and tools to support ongoing review and improvement.</li> </ul> </li> <li><b><i>Engagement in professional learning activities designed</i></b> to develop their <b><i>capabilities as an effective, reflective teacher LEADER and MANAGER</i></b>.</li> </ol>	<p>In addition to the above, the individual <b><i>should provide evidence</i></b> from <b><i>WITHIN and possibly BEYOND</i></b> their <b><i>SCHOOL</i></b> of:</p> <ol style="list-style-type: none"> <li>A <b><i>capacity for ESTEEMED contributions</i></b> to <b><i>scholarly debate and/or literature</i></b> related to the design, development, and review of teaching, learning, curricula and the organisational environments that support learning and teaching.</li> <li><b><i>SUSTAINED engagement in professional development activities</i></b> designed to develop their <b><i>capabilities as a scholarly, reflective teacher LEADER and MANAGER</i></b>.</li> </ol>	<p>In addition to the above, the individual <b><i>should provide evidence</i></b>, from <b><i>WITHIN and possibly BEYOND</i></b> their <b><i>FACULTY</i></b> of:</p> <ol style="list-style-type: none"> <li><b><i>Regular, recognised and ESTEEMED contributions</i></b> to <b><i>scholarly debate and/or literature</i></b> related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching.</li> <li><b><i>SUSTAINED engagement in professional development activities</i></b> designed to <b><i>improve</i></b> their <b><i>capabilities as a scholarly, reflective teacher LEADER and MANAGER</i></b>.</li> </ol>	<p>In addition to the above, the individual <b><i>should provide evidence</i></b> from <b><i>WITHIN and BEYOND</i></b> their <b><i>INSTITUTION</i></b> of:</p> <ol style="list-style-type: none"> <li><b><i>Extensive, recognised and ESTEEMED contributions</i></b> to <b><i>scholarly debate and/or literature</i></b> related to the design, development, and/or review of teaching, learning, curricula and the organisational environments that support learning and teaching.</li> <li><b><i>SUSTAINED engagement in professional development activities</i></b> designed to <b><i>further improve</i></b> their <b><i>capabilities as a scholarly, reflective teacher LEADER and MANAGER</i></b>.</li> </ol>



	<p><u>RT Appointments</u> The individual <i>might provide evidence</i> from peers <b>WITHIN</b> and <i>possibly BEYOND</i> the <b>SUBJECTS</b> in which they teach of:</p> <p>1. <b>CONTRIBUTIONS</b> to <b>LEADERSHIP</b> in the <i>development of teaching and/or learning</i> within the <i>subject(s) in which they teach</i> – developments that come about through the <i>sharing of their practice</i> with others.</p>	<p><u>RT Appointments</u> The individual <i>might provide evidence</i> of:</p> <p>1. Recognition <u>and possibly</u> <b>ESTEEM</b> for <b>SUSTAINED CONTRIBUTION to LEADERSHIP</b> in:</p> <ul style="list-style-type: none"><li>• <i>ongoing critical review</i> of the <i>currency</i> of the <i>purposes, foci and content</i> of the <b>SUBJECTS they teach</b>, in light of developments in their <i>discipline/profession</i></li><li>• the <i>design, development, delivery and review of professional development activities</i> to develop <u>and/or</u> maintain their colleagues’ awareness of the <i>implications</i> of developments in their <i>discipline/profession</i> for the <b>future development</b> of the <b>SUBJECTS</b> in which they teach.</li></ul> <p>2. Their <b>INFLUENCE and IMPACT</b> on the <i>evolution of the content, foci and purposes</i> of the <b>SUBJECTS in which they teach</b>.</p>	<p><u>RT Appointments</u> The individual <i>should provide evidence</i> from <b>WITHIN</b> their <b>PROGRAM, discipline and/or profession</b> of:</p> <p>1. Recognition <u>and</u> <b>ESTEEM</b> for <b>SUSTAINED LEADERSHIP</b> in engaging others in the:</p> <ul style="list-style-type: none"><li>• <i>ongoing critical review</i> of the <i>currency</i> of their <i>purposes, foci and content</i> of the educational <b>PROGRAMS and services in which they teach</b>, in light of developments in their <i>discipline/profession</i></li><li>• <i>design, development, delivery and review of professional development activities</i> to develop <u>and/or</u> maintain their colleagues’ awareness of the <i>implications</i> of developments in their <i>discipline/profession</i> for the <b>future development</b> of educational <b>PROGRAMS and services in which they teach</b>.</li></ul> <p>2. Their <b>INFLUENCE and IMPACT</b> on the <i>evolution of the content, foci and purposes</i> of the educational <b>PROGRAMs and services in which they teach</b>.</p>	<p><u>RT Appointments</u> The individual <i>should provide evidence</i> from <b>WITHIN</b> their <b>SCHOOL, discipline and/or profession</b> of:</p> <p>1. Recognition <u>and</u> <b>ESTEEM</b> for <b>SUSTAINED LEADERSHIP</b> in engaging others in the:</p> <ul style="list-style-type: none"><li>• <i>ongoing critical review</i> of the <i>currency</i> of their <b>SCHOOL’s educational programs and services</b>, particularly their <i>purposes, foci and content</i>, in light of developments in their <i>discipline/profession</i></li><li>• <i>design, development, delivery and review of professional development activities</i> to develop <u>and/or</u> maintain their colleagues’ awareness of the <i>implications</i> of developments in their <i>discipline/ profession</i> for the <b>future development</b> of their <b>SCHOOL’s educational programs and services</b>.</li></ul> <p>2. Their <b>INFLUENCE and IMPACT</b> on the <i>evolution of the content, foci and purposes</i> of their <b>SCHOOL’s educational programs and services</b>.</p>	<p><u>RT Appointments</u> The individual <i>should provide evidence</i> from <b>WITHIN</b> their <b>FACULTY, discipline and/or profession</b> of:</p> <p>1. Recognition <u>and</u> <b>ESTEEM</b> for <b>SUSTAINED LEADERSHIP</b> in engaging others in the:</p> <ul style="list-style-type: none"><li>• <i>ongoing critical review</i> of the <i>currency</i> of their <b>FACULTY’s educational programs and services</b>, particularly their <i>purposes, foci and content</i>, in light of developments in their <i>discipline/profession</i></li><li>• <i>design, development, delivery and review of professional development activities</i> to develop <u>and/or</u> maintain their colleagues’ awareness of the <i>implications</i> of developments in their <i>discipline/profession</i> for the <b>future development</b> of their <b>FACULTY’s educational programs and services</b>.</li></ul> <p>2. Their <b>INFLUENCE and IMPACT</b> on the <i>evolution of the content, foci and purposes</i> of their <b>FACULTY’s educational programs and services</b>.</p>
	<p><u>TF Appointments</u> In addition to the above, the individual <i>might provide evidence</i> of:</p> <p>2. <i>Recognised</i> and <b>ESTEEMED</b> capacity to <i>successfully foster and build collaborative and collegial approaches</i> to the <i>development of teaching</i> within the <i>subject(s) in which they teach</i> - approaches that result in <i>significant and SUSTAINED improvement</i> in student learning <i>outcomes</i> and/or <i>experience</i>.</p>	<p><u>TF Appointments</u> In addition to the above, the individual <i>should provide evidence</i> of:</p> <p>3. Recognition <u>and possibly</u> <b>ESTEEM</b> for <b>CONTRIBUTIONS to LEADERSHIP WITHIN and possibly BEYOND</b> the <b>PROGRAMS</b> in which they teach, in:</p> <ul style="list-style-type: none"><li>• <i>evidence-based review, (re)design and (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i></li><li>• <i>fostering and building</i> collaborative and collegial approaches to <b>educational innovation and change</b></li><li>• realising <b>SUSTAINED</b> improvement in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities.</li><li>• the <i>design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>effective, reflective teacher practitioners, leaders and managers</i>.</li></ul>	<p><u>TF Appointments</u> In addition to the above, the individual <i>should provide evidence</i> of:</p> <p>3. Recognition <u>and</u> <b>ESTEEM</b> for <b>LEADERSHIP WITHIN and possibly BEYOND</b> their <b>SCHOOL</b> in:</p> <ul style="list-style-type: none"><li>• <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i>.</li><li>• <i>fostering and building</i> collaborative and collegial approaches to <b>educational innovation and change</b></li><li>• realising <b>SUSTAINED</b> improvement in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities.</li><li>• <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/profession</i>.</li><li>• the <i>design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>.</li></ul>	<p><u>TF Appointments</u> In addition to the above, the individual <i>should provide evidence</i> of:</p> <p>3. Recognition <u>and</u> <b>ESTEEM</b> for <b>SUSTAINED LEADERSHIP WITHIN and possibly BEYOND</b> their <b>FACULTY</b> in:</p> <ul style="list-style-type: none"><li>• <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i>.</li><li>• <i>fostering and building</i> collaborative and collegial approaches to <b>educational innovation and change</b></li><li>• realising <b>SUSTAINED</b> improvement in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities.</li><li>• <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/profession</i>.</li><li>• the <i>design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>.</li></ul>	<p><u>TF Appointments</u> In addition to the above, the individual <i>should provide evidence</i> of:</p> <p>3. Recognition <u>and</u> <b>ESTEEM</b> for <b>SUSTAINED LEADERSHIP WITHIN and BEYOND</b> their <b>INSTITUTION</b> in:</p> <ul style="list-style-type: none"><li>• <i>scholarly, research- and evidence-based review, (re)design and/or (re)development</i> of learning and teaching designs, activities, resources and environments <i>to align with advances in the discipline/profession</i>.</li><li>• <i>fostering and building</i> collaborative and collegial approaches to <b>educational innovation and change</b></li><li>• realising <b>SUSTAINED</b> improvement in <i>learning, teaching, curricula, and/or the organizational conditions</i> that enable and support such activities.</li><li>• <i>engaging in and disseminating</i> the outcomes of <i>scholarly research</i> in teaching and learning <i>within and possibly beyond their discipline/profession</i>.</li><li>• the <i>design and delivery of professional development activities</i> designed to improve the <i>knowledge, skills, and capabilities</i> of individuals as <i>scholarly, reflective teacher practitioners, leaders, and managers</i>.</li></ul>
		Teacher Manager			

	<p><b>RT Appointments</b> The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition for <i>creating positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS</i> they teach.</li> </ol>	<p><b>RT Appointments</b> The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS</i> they teach.</li> </ol>	<p><b>RT Appointments</b> The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> in which they teach.</li> </ol>	<p><b>RT Appointments</b> The individual <i>should provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible.</li> </ol>	<p><b>RT Appointments</b> The individual <i>should provide evidence</i>, of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> contributions to <i>positive student learning experiences</i> through <i>effective MANAGEMENT and/or ADMINISTRATION</i> of the <i>business processes, resources and environments</i> associated with the <i>SUBJECTS and/or PROGRAMS</i> for which they are responsible.</li> </ol>
	<p><b>TF Appointments</b> In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>2. A capacity to <i>IMPROVE students' learning experiences</i> by <i>contributing ideas to and support for</i> the <i>on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS</i> they teach.</li> </ol>	<p><b>TF Appointments</b> In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>2. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach.</li> </ol>	<p><b>TF Appointments</b> In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>2. Recognition <i>and possibly ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> in which they teach.</li> </ol>	<p><b>TF Appointments</b> In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>2. Recognition <i>and ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible.</li> </ol>	<p><b>TF Appointments</b> In addition to the above, the individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>2. Recognition <i>and ESTEEM</i> for <i>SUSTAINED IMPROVEMENT</i> of <i>students' learning experiences</i> by <i>LEADING and MANAGING</i> the <i>development and on-going improvement</i> of the <i>administrative and business processes, resources, and environments</i> associated with <i>teaching and learning</i> in the <i>SUBJECTS and PROGRAMS</i> for which they are responsible.</li> </ol>
<p><b>Additional</b> For those in FPMR in relation to teaching</p>	<p>As individuals appointed at <b>LEVEL I - TUTOR</b> are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own subjects/students, <i>no additional standards apply</i>.</p>	<p>As individuals appointed at <b>LEVEL II - LECTURER</b> are generally not expected to assume formal management responsibilities for aspects of teaching and learning beyond those associated with the individual's own programs/subjects/ students, <i>no additional standards apply</i>.</p>	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> achievement, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL and/or FACULTY's teaching and learning programs, activities and services</i>.</li> <li>2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN</i> their <i>SCHOOL and/or FACULTY</i> on the <i>governance</i> of learning and teaching through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups</i>.</li> <li>3. Significant <i>INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP of PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i>, as required, from time-to-time.</li> </ol>	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED</i> achievement, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services</i>.</li> <li>2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning and teaching through <i>CONTRIBUTIONS to teaching, learning and other related committees and groups</i>.</li> <li>3. Significant <i>INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP of PROGRAM, SCHOOL, or FACULTY learning and teaching enhancement projects or programs</i>, as required, from time-to-time.</li> </ol>	<p>The individual should <i>provide evidence</i> of:</p> <ol style="list-style-type: none"> <li>1. Recognition <i>and ESTEEM</i> for <i>SUSTAINED achievement</i>, in <i>effectively MANAGING</i> the <i>planning, deployment, monitoring and use of resources to enable and support the design, development, delivery and on-going improvement of major components</i> of their <i>SCHOOL's, FACULTY's and/or INSTITUTION's teaching and learning programs, activities and services</i>.</li> <li>2. Significant <i>INFLUENCE and IMPACT</i> <i>WITHIN</i> and <i>possibly BEYOND</i> their <i>SCHOOL, FACULTY and/or INSTITUTION</i> on the <i>governance</i> of learning and teaching through <i>LEADERSHIP</i> in <i>teaching, learning and other related committees and groups</i>.</li> <li>3. Significant <i>INFLUENCE and IMPACT</i> on the <i>development of learning and teaching</i> through <i>LEADERSHIP of PROGRAM, SCHOOL, FACULTY or INSTITUTIONAL learning and teaching enhancement projects or programs</i>, as required, from time-to-time.</li> </ol>