



## Quality Teaching Framework for Teaching Excellence at UniSA Quick Guide

### 1

**Design and plan learning activities for courses and programs** – To create an exciting, engaging and academically robust curriculum that maximises student learning and student outcomes, UniSA academic staff have:

- Deep knowledge of their discipline
- An understanding of how students learn
- The ability to integrate insight from a wide range of stakeholders including students, employers, industry and the community
- Logical, creative and innovative thinking in designing curriculum
- The capacity to integrate teaching and learning research into their designing and planning

### 2

**Teach and support student learning** – To foster high quality practice across a range of teaching contexts UniSA academic staff:

- Engage students, stimulate interest and encourage active participation
- Collaborate with colleagues as part of the teaching team
- Employ innovative, student-centred and inclusive approaches to face-to-face and online teaching activities
- Communicate with clarity, conviction and enthusiasm and explain concepts in ways that students understand
- Assist students to work constructively through challenging academic tasks and problems

### 3

**Assess and provide feedback to students** – To recognise the crucial role of assessment for student learning as well as attainment of academic standards, UniSA academic staff:

- Apply the assessment principles and requirements evident in Section 1 of the APPM that underpin assessment
- Ensure that assessment for learning is integral to courses and programs
- Review how assessment engages students in productive learning and prepares them for professional practice
- Make judgements about student work that meets appropriate standards, and
- Provide timely feedback that is clear and helpful to actively improve student learning

### 4

**Develop supportive learning environments** – To create engaging and respectful learning environments which enhance student performance, UniSA academic staff:

- Actively consider the diversity of student cohorts
- Design and apply teaching approaches which facilitate learning for all students
- Develop learning communities which are safe, supportive and are sensitive to diversity and gender equity

### 5

**Integrate scholarship, discipline research and professional learning activities** – UniSA academic staff continuously develop knowledge and skills that support SoTL perspectives and activities through:

- Scholarly engagement with the discipline and discipline education
- Structured reflection on the theory and practice of learning and teaching
- Investigations and research into learning and teaching for personal and local understanding
- Public dissemination to make transparent how student learning has been made possible

### 6

**Evaluate practice and engage in professional learning** – To understand their own strengths and limits and engage in continuous learning and development, UniSA academic staff:

- Successfully complete the induction programs offered on a University-wide basis
- Participate in discipline education and learning and teaching conferences and other fora
- Use self-evaluation and student and peer feedback to enhance teaching practice
- Contribute to professional learning within and beyond the University

### 7

**Exhibit professional and personal effectiveness** – UniSA academic staff:

- Approach teaching with enthusiasm, passion and confidence
- Build great working relationships and motivate and work with colleagues in the shared pursuit of high quality student learning outcomes
- Show respect for others, act with honesty, consistency and integrity, and interact in a way that generates confidence in self and in the workplace
- Are approachable and demonstrate commitment and interest in students and their learning
- Lead by example and support colleagues to develop professional qualities
- Champion a 'one team culture' built on respect, trust and collaboration

