

A case for an Australian tertiary teacher standards framework: discussion paper

The attached paper outlines a rationale for an Australian Tertiary Teacher Standards (ATTS) framework for Australian tertiary institutions to refer to for the evaluation of tertiary teachers and as an external benchmark or reference point to support institutions in meeting the Higher Education Standards (2015).

This paper forms part of my OLT National Senior Teaching Fellowship program on *Recognising and rewarding teaching: Australian teaching standards and expert peer review*. The goal of the program is to contribute to the capacity of tertiary institutions and the sector to come to a shared understanding of quality teaching and through establishing teaching criteria and evidence, better recognise and reward teaching excellence.

There are three parts to the Fellowship program which can be accessed from the website hub (www.recognisinguniteaching.edu.au)

1. To extend and embed the outcomes of the [Australian University Teaching Criteria and Standards \(AUTCAS\)](#) project
2. To investigate the feasibility of a sector-developed, and endorsed, [Australian Tertiary Teacher Standards \(ATTS\)](#) to provide a credible, external standard against which institutions can agree and potentially benchmark teacher quality.
3. To investigate and trial a process of [expert peer review](#) that will apply teaching criteria and standards and model how to assess teaching excellence and quality.

This discussion paper has been developed to address the second part of the program, namely: To investigate the feasibility of a sector-developed and endorsed Australian Tertiary Teacher Standards (ATTS) framework.

Your feedback and comments on the attached paper will contribute to the Australian tertiary education sector's engagement in strategies and processes that enhance students' experiences of learning at Australian universities and tertiary education institutions. The [Fellowship website](#) contains the different versions of this document and will be updated as discussion unfolds.

I also welcome any queries and informal feedback on the other two areas of activity of my Fellowship.

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May 2017

This paper presents a case for the development of an Australian Tertiary Teacher Standards (ATTS) framework with the purpose of generating a national discussion towards a shared understanding of quality teaching in tertiary education across Australia. An ATTS framework would provide a sector endorsed external professional standard against which Australian institutions and individuals could review and benchmark tertiary teaching. This discussion paper explores the literature on national teacher standards and their influence on the sector and institutional and individual practices. It is argued that it is critical to have a shared understanding of quality teaching to maintain our standing as a world-class higher education system that provides a distinctive and high quality learning experience for students studying in Australian institutions.

The context

The global tertiary education sector is experiencing significant changes and challenges with uncertain funding models, an increasingly diverse student cohort and a dynamic workforce (PwC, 2016; European Union, 2013). In Australia, as elsewhere, providers of tertiary education are expanding rapidly with not-for-profit, and for-profit private providers actively competing with the public university providers for students. In this context, there is a need to ensure that teaching in all institutions is of the highest quality. Unfortunately, this is not typically the case. The European Commission (EC), for example, asserts that while “quality teaching should be a priority in the higher education institutions, ... the research indicates that a real commitment to quality teaching is not universal, is sporadic at best and frequently reliant on the enlightened commitment of a few individuals” (European Union, 2013, p.14). While the EC report identified a few outstanding examples of whole-of-institution support for up-skilling teachers and recognition and reward of effective teaching, they found it was more typical to find pockets of good practice within institutions. Yet, even these achievements vary over time, with leadership changes and evolving priorities. Evidence of sustained commitment to supporting and enhancing teaching quality continues to remain elusive in the tertiary education sector. Perhaps for these reasons, quality tertiary teaching remains a significant political objective. For example, the European Commission high-level group for the modernisation of higher education “has put quality teaching and learning at the top of its agenda. This group argues that improvements to the quality of teaching and learning in higher education can bring about a ‘sea change’ for Europe’s future” (2013, p.4). The UK’s Teaching Excellence Framework (TEF) is designed to “hardwire incentives for excellent teaching” as a response to the government’s view that “for too long, teaching has been regarded as the poor cousin to academic research” (Crown, 2015, p8). Similarly, the Australian federal government’s concern about the quality of teaching in Australian tertiary institutions is reflected in its significant investments in teaching quality enhancement through the Office of Learning and Teaching (OLT) and its predecessor organisations and the Quality Indicators for Learning and Teaching (QILT). To assure quality, the government established a national body through legislation to oversee the standards and quality of tertiary education (TEQSA) and a national committee to review and update the Higher Education Standards (2015).

There have been two broad responses by the tertiary education sector to enhancing the quality of teaching. One has been to establish national standards. The other has been to establish national and institutional reward and recognition initiatives designed to raise the status of teaching in institutions.

Standards in a regulatory environment

The Australian federal government legislated that tertiary education regulation and quality assurance is administered by TEQSA, which accredits and evaluates the performance of all tertiary education providers against the Higher Education Standards (HES) Framework (Threshold Standards) 2015 under seven domains. TEQSA recommends benchmarking and the utilisation of external reference points and has produced guidance notes to guide institutions on reporting their attainment of the HES. For example, the *Scholarship* guidance notes refer to Boyer's model of scholarship (Boyer, 1990) for tertiary providers to frame their evidence for scholarship. The *Staffing, learning resources and educational support* guidance notes refer to the Australian Universities Teaching Criteria and Standards (AUTCAS) framework (Chalmers et al, 2014) (TEQSA, 2016). These reference points are considered by TEQSA to contain material that is likely to benefit all providers in considering how they might address the related HE Standards (TEQSA, 2016). Other reference points can include endorsed policies of professional bodies, for example the Universities Australia *Indigenous Cultural Competency Framework* (2014) and the Universities Australia and Professional Australia *Joint Statement of Principles for Professional Accreditation* (2016).

Tertiary education providers are expected to demonstrate how they meet the HES by ensuring their teachers and academics are active in scholarship that informs their teaching and ensuring they are engaging their students with advanced knowledge and inquiry and its application to practice. While institutions will be able to demonstrate in multiple ways that they meet the standards, the absence of an Australian tertiary teacher standards framework which encapsulates criteria for the scholarship and practice of teaching makes it more difficult for Australian institutions and individuals to review and benchmark how they are meeting the HES standards. An Australian Tertiary Teacher Standards (ATTS) framework developed and endorsed by the many stakeholders in the sector would provide an external reference point for institutions and individuals to review and benchmark their teacher standards; facilitate institutions' articulation of the ways in which they support and meet the HES; and demonstrate ownership of and responsibility for agreed criteria and standards of teaching quality.

National professional standards

National professional standards are seen by policy makers and educators as a way to professionalize the work of educators and as a lever for system-wide improvements in teaching and learning. They can be voluntarily developed and applied or they can be compulsory and regulated by an external agency.

School teacher standards

There have been national teacher standards for school teachers for many years (Sinnema, Meyer & Aitken, 2016). Examples include the Australian National Teaching Standards, New Zealand's Practising Teacher Criteria, England's Teachers' Standards, Scotland's Standards for Registration and the USA's TASC Model core teaching standards.

School teacher standards may differ from the point of entry into the profession through to advanced or level of experience. For example, New Zealand's Graduating Teacher Standards (2007) form the baseline for entry, and then leads into the Practising Teacher Criteria. In contrast, the Australian National Professional Standards for Teachers (2013) identify different levels of proficiency depending on the experience and stage of career as (a) Graduate, (b) Proficient, (c) Highly Accomplished and (d) Lead. Teacher standards can serve as a threshold for certification or registration, as with, for example, the USA's National Board Certification (NBPTS). In summary, most countries have a system of teacher registration or certification that requires

evidence of meeting threshold standards. Once established, teaching standards can subsequently be used to inform the design of teacher training courses and for performance review to guide career progression and professional development (AITSL, 2016). Sinnema et al (2016) argue for a single or threshold level for national teacher standards that are applicable to all teachers regardless of career stage, including graduates entering the profession. Their argument is that a progression of standards where the standards for a new graduate are less than experienced teacher standards is not defensible when students' learning is at stake (p 5).

Tertiary teacher standards

There are few examples of teacher standards in tertiary education, with the United Kingdom's Professional Standards Framework (UKPSF) (2011) the only identified example. The UKPSF was developed through a process of extensive consultation with the sector including the Higher Education Academy (HEA), Higher Education Funding Council of England (HEFCE), Scottish Funding Council, Department for Employment and Learning, National Union of Students, Universities UK, Higher Education Funding Council of Wales (HEFCW), the Higher Education Guild, institutions, and individuals. Two versions have been endorsed by the sector, each informed with a discussion paper (UUK, 2005; Law, 2011).

The UKPSF use the term 'standards' to refer to nationally agreed statements of expectations for practice that encompass the wide variety of roles and responsibilities that contributes to and informs the learning experience of students. The 'framework of standards' describes the totality of the statements covering practice that supports student learning (UUK, 2004).

The UKPSF was intended to build on the existing program accreditation system of the Higher Education Academy to provide an "agreed reference point to enable higher education institutions to develop criteria appropriate for their own priorities" (UUK, 2005, p1). It was developed for institutions to apply to their professional development programmes and activities to demonstrate that professional standards for teaching and supporting learning were being met (UUK, 2005). While the UKPSF took some time to gain influence beyond the HEA's accreditation of professional development programs and the fellowship scheme, it has become more influential in institutional policy and practice and individuals' understanding of teaching over time (Brooks, et al, 2014; SEDA, 2013).

As the origins of the UKPSF were rooted in the accreditation of professional development programs and recognition of individual teacher achievements, the standards themselves have become conflated with the HEA recognition scheme that confers fellowship status. The distinction needs to be clarified, with the sector developed and endorsed standards embodied in the UKPSF a separate, sector endorsed artefact. Institutions are expected to demonstrate how they meet the UKPSF as an external reference point. The UKPSF is the reference used by the HEA to administer and manage its recognition scheme. While many institutions choose to seek HEA accreditation of their programs and recognition of their staff through the fellowship program to demonstrate how they are addressing the standards, they are not required to do so. Further, HEA accreditation of an institution's professional development programs and fellowship membership by staff is not sufficient to demonstrate it is meeting the standards.

It could be argued that the UKPSF has gone some way to achieve the purpose of standards, namely: to professionalize the work of educators and to contribute to system-wide improvements in teaching and learning. The Standards are voluntarily used by the institutions and individuals, and their attainment is

externally judged by quality assurance review and by HEA accreditation of professional development programs and peer review.

Reward and recognition of excellent teaching

The reward and recognition of teaching has been a national focus in Australia since the Federal Government's move to establish national teaching awards in 1997 and later expanded to include citation awards in 2006. Further initiatives to support the enhancement of teaching and learning in universities included significant federal funding for grants and fellowships organised through bodies such as the AUTC, Carrick Institute, ALTC, and OLT. While these federal government initiatives have been well received, and led to many changes in teaching and support for students, there have been limited changes in the practices of institutional reward and recognition of teaching, particularly in the career progression and promotion of excellent teachers. In brief, it has long been argued that there is a need for better recognition and reward of teaching in Australia, including the possibility of the accreditation of tertiary teachers against external standards. However, this is an empty argument without an agreed Australian tertiary teacher standards framework.

There have been several reports (e.g. Chalmers et al, 2014; Coates, et al, 2012; James et al, 2015), and general agreement within the Australian tertiary education sector on the need for a process and mechanism to promote the professionalisation and status of teaching in higher education through some form of recognition and accreditation. Indeed, the recent uptake of the HEA accreditation and recognition process by some Australian universities may be seen as a response to the absence of an Australian framework. New Zealand identified a similar gap in a report for Ako Aotearoa which investigated the establishment of a peer review and accreditation scheme for tertiary teachers in New Zealand (Suddaby & Holmes, 2012). To date, seven Australian universities have established an agreement with the HEA to accredit their professional development programs or through an individual assessment process to achieve recognition as fellows of the HEA. A number of other institutions have funded individuals to access mentoring and assessment against the UKPSF via the ANU (efs.anu.edu.au).

The Australian University Teaching Criteria and Standards (AUTCAS) Framework project (Chalmers et al, 2014, 2015) developed an exemplar framework for institutions to use to develop their own teaching criteria and standards, setting expectations for each level of appointment and indicators to guide the collection of evidence used to substantiate claims for performance and promotion. The framework has been highly influential, with over 25 Australian institutions having drawn on it to inform their criteria, performance expectations, development and management processes. Internationally it has been used by tertiary institutions in Europe, Africa, South and North America and Asia demonstrating its utility in different cultures and contexts (Chalmers & Tucker, in press). The AUTCAS project was designed to support institutions in their endeavours to better recognise and reward excellent teaching through clarifying their performance expectations for the different career levels, thus making explicit the standards for individuals and their supervisors, and the promotion panels and external reviewers. Because so many Australian institutions have engaged with the AUTCAS framework, there is a growing consensus across the sector on the expectations of excellent teachers at the different levels of appointment. A sector developed and endorsed standards framework would allow institutions to map and benchmark their institutional criteria to an Australian external standard.

Reports and initiatives that highlight the need for a more systematic approach to the reward and recognition of excellent teaching in higher education include:

- Two OLT commissioned strategic priority projects (Chalmers *et al*, 2014; 2015) and James et al (2015) on Professionalising the Academic Workforce (2012), both recommending the need for agreed external standards and reference points for greater recognition of tertiary teaching.
- Two OLT commissioned reports on teaching-focused roles and their implications in the importance of recognising and rewarding teaching by universities and the tertiary sector (Probert 2013, 2014). Probert noted the increasing interest across the tertiary sector in the adoption of 'standards' for teaching and supporting learning in higher education, just as there is more interest in standards more widely (Probert, 2015).
- Several reports and articles arguing for the need for systematic reward and recognition of teachers, and teaching more broadly in Australia (e.g. Chalmers & Hunt, 2016; Chalmers, 2007; 2008, 2010).

Professional recognition schemes in tertiary education include the Australasian Higher Education Research and Development Association (HERDSA) Fellowship which has approximately eighty registered Fellows and Associate Fellows. To achieve recognition, applicants develop a teaching portfolio which is reviewed in a similar process to that practiced by the HEA. In contrast, other associations recognise contributions and achievements through awarding Fellowships by the elected members, for example, the Academy of the Social Sciences in Australia (ASSA) which confers membership through nomination by peers for scholarly distinction in research or the advancement of social sciences.

In New Zealand, the National Centre for Tertiary Teaching Excellence, Ako Aotearoa, considered a report in 2012 on, "*An accreditation scheme for tertiary teachers in New Zealand: Key information draft discussion document*" (Suddaby & Holmes, 2012). The report's objective was to promote discussion about the establishment of a voluntary accreditation scheme for tertiary teachers to better recognise excellent teaching. This comprehensive report considered the need to professionalise tertiary teaching, the nature of professionalism in the context of tertiary teaching, and different models of recognition and accreditation in the tertiary sector. The report concluded that Ako Aotearoa would be a credible location for such a scheme (personal communication, Peter Coolbear, August, 2014). In 2016, Ako Aotearoa, tested the sector's appetite for accrediting and recognising teaching against standards, in a year-long initiative in three tertiary institutions. It was designed to explore the UK professional standards framework (UKPSF), and HEA recognition and accreditation. The Auckland University of Technology (AUT, 2016) led an initiative to integrate the UKPSF with the Ako Aronui framework. The UKPSF key dimensions provided the basis, contextualised with Maori philosophies, worldviews and values. This speaks to the importance of establishing distinctive national standards that are relevant to local objectives and cultures. It also shows the need for synergies with international standards to facilitate benchmarking and transferability.

The importance for a national standards framework to reflect the national context is supported by James et al. who argued for the need for tertiary teacher standards that take "*into consideration Australia's unique cultural, institutional and policy context would better serve the needs of the Australian higher education sector*" (James et al, 2015, p 23). Currently, Australia does not have a tertiary teacher standards framework. So the question is: Should we? , If so how might it encompass the distinctiveness of Australian tertiary education in an international context?

Formal and informal conversations with university executives, executives of membership organisations such as HERDSA, and the OLT Fellowship Network and representative organisations such as Universities Australia (UA), CADAD and ACODE have expressed interest in the concept of Australian Tertiary Teacher Standards as a key step in establishing a national benchmark against which teaching quality can be assessed in an Australian context so that it is externally recognised and contribute to institutional rewards in institutions and across the sector.

A nationally-recognised framework of standards provides the opportunity for effective national and international benchmarking at both an institutional and individual level. At the individual level teaching staff will readily be able to evaluate their own teaching performance and goals against the standards. A standards framework allows individual staff to plan a career development pathway when these standards are integrated into promotion criteria. At the institutional level such a standards framework provides the basis of comparison with similar institutions and also the basis from which to improve quality and to recognise excellence. (James et al, 2015, p 28)

In summary, there is broad agreement on the need for, and the value of an Australian Tertiary Teaching Standards framework to facilitate the reward and recognition of excellent teachers, by building the capacity and capability of individuals and institutions. However, standards in education are not universally accepted as desirable, with claims that they lead to reductionism that destroys professional autonomy and reflection (Sinnema et al, 2016). Further, it is contested, this can lead to performativity, where teachers become compelled to demonstrate standards of practice that are observable and measurable but narrow and shallow in their interpretation of effectiveness. This risks impeding teachers' professional learning and practice and stifling the overall educational improvements intended by their use (Beck, 2009). Such critiques fail to distinguish between 'process' and 'product'. The 'product' of standards can be applied in ways that facilitate or inhibit educational improvements and teacher creativity. In short, it is not standards that are the problem, it is the way that they are used that matters. The cautionary notes are important, but they are not an argument against standards per se. Rather, the implication of such critiques is that standards should be developed with an understanding of the complexity of teaching. Further, the implication is that processes for the assessment of achievement against the standards should recognise complexity, diversity and local contexts.

Defining tertiary teaching standards

The fundamental design and structural organisers of teacher standards have remained largely unchanged and noticeably similar across jurisdictions. Typical domains or dimensions that serve as organisers include: professional knowledge and understanding; professional skills and abilities; professional values and personal commitment and; professional relationships (see Sinnema et al, 2016, p14-15).

School teacher standards

The current Australian Professional Standards for Teaching (2015), are comprised of seven standards which outline what teachers should know and be able to do. The Standards are grouped under three domains: (1) Professional Knowledge; (2) Professional Practice; and (3) Professional Engagement but are understood as interconnected, interdependent and overlapping. Within each of the seven standards, focus areas provide further illustration of teaching knowledge, practice and professional engagement with a further 36 subcategories.

The New Zealand Teaching Standards for fully certified practicing teachers are organised under two domains: (1) Professional relationships and professional values; and (2) Professional knowledge in practice with four overarching statements and twelve criteria grouped under these domains.

The United Kingdom Teachers' Standards (2012) has two parts: (1) Teaching and Personal; and (2) Professional Conduct. There are eight criteria under the domain of Teaching and under the domain of Personal and Professional Conduct there are three statements about demonstrating high standards of personal and professional conduct.

Tertiary teaching standards

The UKPSF (2011) is comprised of three dimensions: (1) Areas of Activity; (2) Core Knowledge and (3) Professional Values. There are five elements under Areas of Activity; six elements under Core Knowledge and four elements under Professional Values.

While not national standards, the Australian University Teaching Criteria and Standards framework has been used by over 25 Australian universities and several international universities to inform the development of their teaching criteria and standards to support the career development and progression of teachers. The seven criteria for the AUTCAS were informed by an extensive review of the literature, and institutional and teaching award criteria which drew out 27 principles of quality teaching. These were further distilled to a list of ten and categorised under the domains of Environment, Professional Practice, and Attributes and Capabilities (Chalmers et al, 2014). The project team adapted Henard and Roseveare's definition of quality teaching as it succinctly encompassed the elements identified in the literature (Chalmers et al, 2014).

Quality teaching is the informed use of pedagogical practices in a values-driven culture, resulting in appropriate learning outcomes for students. It requires elements of the following:

- **Environment** - which supports teaching, provides services and support for students and staff, and engages in a wider cultural context.
- **Professional Practices** - which include the effective design of curriculum and course content, a variety of learning experiences based on evidence of how students learn, soliciting and using feedback and effective assessment of learning outcomes.
- **Attributes and Capabilities** - Inclusive of personal, relational and professional qualities.

(Adapted from Henard & Roseveare, 2012, p.7)

It is proposed that these three domains serve as the structural organisers for the ATTS.

Determining criteria for the ATTS

The criteria for Australian Tertiary Teacher Standards need to encompass the principles and findings of the well-researched evidence on effective teaching practice that contributes to student learning. "It is obvious that we must develop and use the Scholarship of Teaching and not let opinions (statements without evidence), fads, or favourite methods dominate the debates about what makes the difference to student learning" (Hattie, 2015, p90).

Chickering and Gamson's "Seven principles for good practice in undergraduate education" was first published in 1987 and elaborated in 1991. This seminal work drew from fifty years of research in undergraduate education and which continues to be reaffirmed to the current day (e.g. Elton, 1998; Gibbs, 2010; Hattie, 2015; McKeachie 2007; Pascarella & Terenzini , 2005). Hattie's (2015) meta-analysis of over a 1000 research studies demonstrates the significant impact that teachers' personal and professional qualities have on students' learning confirming the principles identified by Chickering and Gamson.

The seven principles for good practice in undergraduate education (Chickering & Gamson, 1987) are:

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Encourage active learning
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

More recently there has been attention on the critical role of a well-designed, coherent curriculum (Gibbs, 2010; Blackmore & Kandiko, 2012). While there are institutional practices and quality processes both within institutions and external to them to review and accredit the quality of curriculum, teachers need to have a sound understanding of curriculum design and course planning to contribute to the overall design of the curriculum, and to effectively plan for their students' learning of the approved curriculum that is contextualised in real-world environments.

The importance of connecting what is being taught in programs of study to real world environments has long been recognised. When done well it "encourages high order thinking; facilitates the acquisition of a depth of knowledge in a field or a discipline; demonstrates connectedness to the world; requires substantive conversation and collaboration between students, and; provides social support for student achievement" (Newmann & Wehlage, 1993, p. 10). There has been extensive engagement by the Australian higher education sector to promote real world learning illustrated by the *Joint Statement of Principles for Professional Accreditation* (UA & Professional Australia , 2016) the *National strategy on work integrated learning in university education* (2015) led by the Australian Collaborative Education Network (ACEN) as well as by individual institutions with commitments to integrate workplace learning with theory in a purposefully designed curriculum. The importance of connecting to real world environments is further emphasised in the recent work of Geoff Scott's (2016) Fellowship project on 'Assuring the quality of achievement standards and their valid assessment in Australian higher education'. Teachers need to have the skills and capacity to situate their courses and plan for learning that engages in real world environments.

An ATTS must reflect Australia's unique environmental and cultural context because teaching and learning quality cannot be separated from the context or environment in which it takes place. Australia has one of the most culturally and linguistically diverse populations in the world. The Australian population can now trace their origins from over 120 countries. Cultural, linguistic and religious diversity is an inevitable outcome of this history. Accordingly, teachers in Australian higher education need the disposition and capacity for culturally responsive teaching practices in order to develop cultural competence, which includes the ability to critically reflect on one's own culture and professional paradigms in order to understand its cultural limitations and effect positive change (Universities Australia, 2011). Other factors that influence

tertiary teaching in Australia include geographic and environmental diversity, which shape the Australian economy and capability to sustain and develop its population. Gender, socio-economic diversity and geographical remoteness are powerful influences on opportunity and access to university. International education is yet another feature of Australian higher education with significant numbers of international students studying in Australian tertiary institutions.

The Aboriginal and Torres Strait islander peoples of Australia are the inheritors of the oldest continuous cultural traditions in the world and remain the traditional owners and custodians of Australia. In particular, Australian higher educators have a responsibility to develop indigenous cultural competence for themselves and their students. This involves developing knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples (Universities Australia, 2011). This uniquely Australian environment requires that the educational standards be responsive to the current and future challenges and opportunities that such diversity presents.

Proposed Australian Tertiary Teacher Standards (ATTS) framework

The ATTS is presented as an Australian standards framework that represents the qualities and elements expected of a teacher in the Australian tertiary education context. Drawing on the definition, principles, literature and research on teaching that positively impacts on student learning and engagement, the following framework is presented for critique and comment as a draft Australian Tertiary Teacher Standards (ATTS) framework.

Australian Tertiary Teacher Standards Framework (Draft)

Environment (inclusive of support for students and engagement in a wider cultural context)

1. Establish effective, inclusive learning environments that recognise, support and embrace student diversity
2. Incorporate indigenous knowledges and perspectives into programs and practices according to a culturally competent pedagogical framework
3. Design learning experiences related to real world issues and environment

Professional Practice (inclusive of the effective design of curriculum and course content, a variety of learning experiences based on evidence of how students learn, soliciting and using feedback and effective assessment of learning outcomes.)

4. Conceptualise, plan and implement an appropriate learning program that demonstrates relevant disciplinary knowledge and expertise
5. Set and communicate expectations which inspire, motivate and challenge students
6. Demonstrate knowledge and understanding of learning and effective teaching practices
7. Design effective assessment, providing timely and consequential feedback
8. Systematically and critically evaluate practice and engage in continuing professional development

Attributes and Capabilities (Inclusive of personal, relational and professional qualities)

9. Demonstrate professional qualities including the application of fair and ethical behaviours, preparation and prioritisation, contributing positively to membership and leadership roles
10. Demonstrate personal qualities of enthusiasm, resilience, self-management, self-reflection and interest in students
11. Establish and encourage collegial and respectful relationships with and between students and colleagues, working constructively with others
12. Contribute to professional, industry and related fields of practice that enhance teaching

Process of consultation

It is intended to circulate versions of this document through a process of widening circles, seeking feedback and critique from individuals and key stakeholders in Australian tertiary education. The first version was circulated to individuals and organisations holding key institutional or national roles to test the argument and the draft framework, seeking feedback and critique. Following the initial feedback loop, changes were made to the Draft Framework and the updated draft of the Framework was posted on the Fellowship website, inviting further comments and critique across Australian and internationally.

This version has been prepared for wider circulation and consideration of taking either this draft or designing an entirely new version toward an Australian Tertiary Teacher Standards Framework that the sector can endorse as an external point of reference.

The following organisations are identified as critical to provide further feedback, and potentially, endorsement:

- Institutional peak bodies ie Universities Australia (UA) and DVC(A) group of Universities Australia
- University networks (Go8, RUN, IRU etc.)
- Councils of Deans
- Aboriginal and Torres Strait Islander Higher Education Advisory Council
- Council of Australian Directors of Academic Development (CADAD)
- Australasian Council on Open, Distance and e-Learning (ACODE)
- Higher Education Research and Development Society of Australasia (HERDSA).
- OLT Fellows Network
- OLT supported networks including the PEI and disciplinary networks.
- NUHEPs, Australian Council of Private Education and Training (ACEPT), Council of Private Higher Education (COPHE), Higher Education Private Providers Quality Network (HEPP-QN).
- Staff associations including the National Tertiary Education Union (NTEU)
- Student organisations including National Union of Students (NUS) and Council of International Students Australia (CISA).
- Higher Education Quality Standards Panel and TEQSA, Department of Education and Training
- International organisations including Ako Aotearoa, the National Centre for Tertiary Teaching Excellence in New Zealand and the HEA.

Please note:

The development and endorsement of an ATTS does not require the establishment of processes such as accreditation and recognition.

It should not be confused with the HEA Fellowships recognition program which has its own processes and purposes. While it is recognised that this may be a concern to those considering this proposal, it is premature to progress any discussion of a particular recognition model or process, without initial agreement on an ATTS. Through a process of consultation, it is anticipated that opinions will be given on whether there should be a process of accreditation and review for recognition, and if so what these might be.

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