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