

CATEGORIES OF EMPLOYMENT PROCEDURE

SCHEDULE A - INDICATIVE WORK FOCUS CATEGORISATION REQUIREMENTS (TEACHING SPECIALIST)

Note:

*The activities outlined below under the relevant Academic Classifications levels are examples only, and assist determining the eligibility to meet the requirements for a Teaching Specialist position. Promotion between Academic classification levels will continue to be through the University's existing Academic promotion process; and

*Academic staff at Level A may be considered for appointment to Teaching Specialist positions where they demonstrate the potential to meet the requirements outlined under Level B and where the University will provide structured training and development to support the staff member.

	Level B	Level C	Level D	Level E
Qualifications	PhD or professional qualification	PhD or professional qualification Formal qualifications desirable in the field of education or higher education at Certificate, Diploma and/or Masters level	As for Level C	As for Level D
Teaching	Examples of activities but not limited to: A developing profile in teaching and a scholarly approach to teaching as evidenced by: <ul style="list-style-type: none"> • Participation in team 	Examples of activities but not limited to: Strong teaching practice as evidenced by: <ul style="list-style-type: none"> • Teaching in a range of different settings (1st year to PG, large and 	As for Level C including a combination of the following examples of activities but not limited to: A sustained record of excellence in teaching practice at all levels as	As for Level D including a combination of the following examples of activities but not limited to: A distinguished record of scholarly teaching at all levels as evidenced by:

	<p>teaching within an established program with appropriate mentoring</p> <ul style="list-style-type: none"> • experience in teaching in a variety of settings (small and large group, clinical lab, field, research supervision as appropriate) • Enhancing skills in all aspects of teaching practice, with appropriate mentoring including: <ul style="list-style-type: none"> • Curriculum design • Development of learning materials • Analysis of learning needs of students • Identification of appropriate approaches to teaching • Development of formative and summative assessment appropriately linked to learning goals • Developing ways to improve practice by obtaining and analysing feedback • Embedding reflective practice within all aspects of teaching • Maintaining currency with the latest ideas in 	<p>small group, different learning environments)</p> <ul style="list-style-type: none"> • Consistently high teaching evaluations (most in upper quartile) other evidence of positive student feedback and peer review • Reflection, review and continuous improvement of curricula, teaching resources and teaching approaches • Application to teaching practice of new ideas in the discipline and new ideas about teaching in the discipline 	<p>evidenced by:</p> <ul style="list-style-type: none"> • Institutional impact in relation to teaching policy and practice • Evidence of text books or innovative teaching materials that are used elsewhere • Participation in international organisations related to teaching area • Invited presentations at national and international conferences 	<ul style="list-style-type: none"> • Impact on student learning in and attitude towards the discipline over a sustained period • Demonstrable impact on success of graduates over a sustained period • Recognition through awards and prizes period • Playing a leading role in mentoring and supporting the development of teaching skills of more junior staff • Innovation in teaching methods • Development of innovative strategies that have enhanced teaching and learning
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	the discipline and for teaching in the discipline			
Educational Leadership and Scholarship:	<p>Examples of activities but not limited to:</p> <p>A developing profile in the scholarship of teaching and potential for leadership in teaching and learning as evidenced by:</p> <ul style="list-style-type: none"> • Active participation in the communication and dissemination of teaching practice and discipline • Active participation in research on how students learn in the discipline • Engagement in subject, professional pedagogy research as required to support teaching activities • Identification of sources of funding to support individual or collaborative projects relating to teaching practice in the discipline • Attendance at conferences related to teaching and learning 	<p>Examples of activities but not limited to:</p> <p>A strong record in scholarship of teaching and a developing leadership role as evidenced by:</p> <ul style="list-style-type: none"> • Institutional impact through the evaluation of curriculum development at the discipline or interdisciplinary level • Presentations on teaching and learning at local and national conferences • Success in attracting funding to undertake projects related to teaching practice in the discipline • Successful contribution to a major project (sustained or one-off project) which enhances performance of School/Faculty in teaching and learning • Active participation in gaining funds to further 	<p>As for Level C including a combination of the following examples of activities but not limited to:</p> <p>A significant leadership role in teaching and learning as evidenced by:</p> <ul style="list-style-type: none"> • Leadership in the evaluation of curriculum development and renewal at School, Faculty and institutional levels • Leadership in introduction of new approaches to teaching and learning at School, Faculty and institutional levels • Invitations to participate in reviews of teaching and learning at other institutions, involvement in national educational activities • Participation in collaborative partnerships relating to 	As For Level D

	<p>and incorporating those learnings into practice</p> <ul style="list-style-type: none"> • Active participation in School Committees 	<p>develop teaching and learning</p> <ul style="list-style-type: none"> • Mentoring of Level A and B staff 	<p>teaching and learning with other educational institutions or other bodies</p> <ul style="list-style-type: none"> • A record of winning competitive or peer-reviewed grants for educational development • A record of scholarly publication on education issues Effective liaison with external networks to foster collaboration and sharing of ideas in teaching and learning • Contribution to the work of groups outside the university in the context of teaching and learning (Government, industry, professional bodies) • Mentoring of more junior staff 	
Engagement	<p>Examples of activities but not limited to:</p> <p>A developing contribution as evidenced by:</p> <ul style="list-style-type: none"> • Active participation in some outreach activities related to teaching and learning, eg schools outreach, first year orientation , academic 	<p>Examples of activities but not limited to:</p> <p>An effective contribution evidenced by:</p> <ul style="list-style-type: none"> • Active participation in key aspects of engagement in teaching and learning within and beyond the University eg schools outreach, first 	<p>As for Level C including a combination of the following examples of activities but not limited to:</p> <p>A substantial contribution as evidenced by:</p> <ul style="list-style-type: none"> • Responsibility for driving new engagement initiatives or leading 	<p>As for Level D including a combination of the following examples of activities but not limited to:</p> <p>A distinguished contribution as evidenced by:</p> <ul style="list-style-type: none"> • Membership of senior advisory groups to

	<p>advising</p> <ul style="list-style-type: none"> • Effective liaison with external networks to foster collaborative partnerships 	<p>year orientation, academic advising</p> <ul style="list-style-type: none"> • A high level of involvement in professional activities at national level 	<p>existing initiatives</p>	<p>government</p> <ul style="list-style-type: none"> • Leadership in developing external networks in teaching and learning • Recognition by national or international professional bodies (awards, fellowships, honorary memberships etc) • Honorary degrees
Professional Practice	<p>Examples of activities but not limited to:</p> <p>A developing contribution to professional practice as evidenced by:</p> <ul style="list-style-type: none"> • Active participation in a variety of clinical or professional practice teaching responsibilities at the undergraduate and postgraduate levels. • A major role in professional activities, including clinical consultations and referrals 	<p>Examples of activities but not limited to:</p> <p>An effective contribution to professional practice as evidenced by:</p> <ul style="list-style-type: none"> • Development of consultancies in speciality areas • High level responsibilities in professional associations and within their specialty • Award of a Fellowship in a speciality area (also relevant to scholarship in teaching and learning) 	<p>As for Level C including a combination of the following examples of activities but not limited to:</p> <p>A substantial contribution to professional practice as evidenced by:</p> <ul style="list-style-type: none"> • As for C plus Leadership in professional scholarship and practice • National leadership in professional practice teaching, particularly in program development • A high level of involvement in professional activities at national and international levels 	<p>As for Level D including a combination of the following examples of activities but not limited to:</p> <p>A distinguished contribution to professional practice as evidenced by:</p> <ul style="list-style-type: none"> • Prestigious awards from professional bodies • Leadership of professional bodies • Contribution to the review and development of national and international professional practice standards • Membership of peak bodies and committees advising government on professional practice

REVIEW

This schedule is to be reviewed by 28 February 2015.

VERSION HISTORY

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Senior Vice Principal	21 August 2012	21 August 2012	New version arising from the Policy Simplification Project. Loaded into MPL as Version 1.