



Charles Sturt
University

Teaching Capabilities Framework and Self-Assessment Tool

Educational Strategy Vision 2030



Empower



Inspire



Be exceptional

The Charles Sturt Teaching Capabilities Framework and Self-Assessment Tool provides a mechanism for career planning by creating a space for reflection and direction framed by the teaching capabilities that ensure we provide inspirational learning experiences for our students.

The Charles Sturt Teaching Capabilities are framed by the Education Strategy Visioning 2030 – Empower Communities, Inspire Students and Be Exceptional. It is also closely aligned with the Charles Sturt Capability Framework – innovate, connect and achieve.

The self-assessment tool allows staff to gauge their progress against the Teaching Capabilities. This tool provides an aspirational pathway for career development and creates spaces for recognition of an individual's outstanding commitments to learning and teaching.

Please note: the Tool includes space for reflection and self-rating (5 being the highest score).

Office of the Deputy Vice Chancellor (Academic)
Division of Learning and Teaching

Charles Sturt University – TEQSA Provider Identification: PRV12018 (Australian University). CRICOS Provider: 00005F.

Charles Sturt Capability Framework



Innovates



Connects



Achieves

**1. Ensure an inclusive learning experience for all students****(connect)**

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate planning for an inclusive approach to active learning and student engagement.	Engage with a variety of learning and teaching approaches and strategies that promote inclusive, engaging, learner-centred environments at a Subject level.	Engage by examining and utilising evidence-based and scholarly informed contemporary learning and teaching approaches and strategies to provide learning environments and learning experiences for all students to engage and succeed in learning at Course level.	Engage by creating, establishing, and facilitating evidence-based and scholarly informed inclusive and engaging learning and teaching experiences for staff and students at School level.	Demonstrate educational leadership focused on engaging inclusive, learner centred approaches to learning and teaching at Faculty level and across the university.
Reflection: An example of how I do this				Self Rating (1-5)
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2. Adopt effective teaching practices aligned with institutional expectations**(achieve)**

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate an understanding of the institutional expectations of effective teaching practices.	Engage with and evaluate your own contributions to effective teaching practice and develop approaches and strategies that could better support learners at Subject level, aligned with institutional expectations.	Evaluate your own contributions to effective teaching practice and collaborate with your peers to develop approaches and strategies that could better support learners at Course level, aligned with institutional expectations.	Lead the review and improvement of effective teaching practices at School level to better support learners, aligned with institutional expectations.	Engage in faculty and/or university initiatives to support others as they aim to improve the student learning experience by promoting effective teaching practices aligned with institutional expectations in order to influence the teaching practice of others.
Reflection: An example of how I do this				Self Rating (1-5)
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3. Demonstrate leadership in learning and teaching

(achieve)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Engage with the Education Vision Strategy 2030 by demonstrating alignment in your learning and teaching practice.	Engage with and demonstrate leadership in learning and teaching by aligning your practice with the Education Vision Strategy 2030 in the design and/or delivery of learning experiences at Subject level, as a Subject Convenor or Coordination.	Engage with and demonstrate leadership in learning and teaching by aligning your practice with the Education Vision Strategy 2030 in the design and delivery of learning experiences at course level as a course coordinator and membership of relevant School committees.	Engage with and demonstrate leadership in learning and teaching by aligning your practice with the Education Vision Strategy 2030 as you engage in leadership positions focused on learning and teaching practice at the School level and leadership of School committees.	Engage with and demonstrate leadership in learning and teaching by aligning your practice with the Education Vision Strategy 2030 and engaging in leadership in learning and teaching at the University level. This may take the form of leadership positions and/or committee membership on learning and teaching projects or initiatives.
Reflection: An example of how I do this				Self Rating (1-5)

4. Demonstrate a commitment to quality teaching and student success

(innovate)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Engage with strategies to improve student success and retention in learning activities.	Contribute to the improvement of student success and retention at a Subject level.	Contribute to the improvement of student success and retention at a Course level.	Lead teams or small groups that contribute to the improvement of student success and retention at a discipline or School level.	Engage in university initiatives that contribute to the improvement of student success and retention at a Faculty or University level.
Reflection: An example of how I do this				Self Rating (1-5)

**5. Develop and deliver student-centered programs, such as work-integrated learning**

(innovate)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate an understanding of student-centred programs, such as Work-integrated learning (WIL).	Engage in the subject development and coordination of student-centred programs, such as Work-integrated learning (WIL) at Subject level.	Lead and engage in the development and coordination of student-centred programs, such as Work-integrated learning (WIL) at the Course level.	Lead and engage in the development and coordination of student-centred programs, such as Work-integrated learning (WIL) at the School level.	Lead and engage in the development and coordination of student-centred programs, such as Work-integrated learning (WIL) at the Faculty and/or university level.

Reflection: An example of how I do this

Self Rating (1-5)

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6. Develop assessment for learning by designing authentic assessment experiences

(innovate)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Engage with authentic assessment practices and promote student success in assessment.	Apply authentic assessment methods relevant to your practices (or context of practice), discipline, and/or learner cohort at the Subject level.	Apply and incorporate authentic assessment approaches and methods into your practices and collaborate with colleagues in quality assurance processes at the Course level.	Lead the development of authentic assessment approaches and methods that enable all learners to demonstrate achievement of learning outcomes at the School level.	Engage in Faculty and university-wide initiatives to promote authentic assessment approaches and methods that enable all learners to demonstrate achievement of learning outcomes.

Reflection: An example of how I do this

Self Rating (1-5)

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7. Engage in the use of a variety of technology enhanced learning (TEL) to improve student learning opportunities

(innovate)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Engage in the use of technology enhanced learning in your teaching to promote student learning.	Examine ways that technologies are used to create and/or enhance learning experiences at the Subject level.	Examine national frameworks and scholarly literature to explore how technology enhanced learning (TEL) can be used and designed to engage and interact with all learners at Course level.	Lead teams and mentor individuals to ensure technology enhanced learning is promoted at School level, ensuring the development of sustainable, ethical and innovative digital solutions for learning and teaching.	Engage in university-wide initiatives to promote opportunities for staff to design and develop ethical and innovative digital solutions for learning and teaching.
Reflection: An example of how I do this				Self Rating (1-5)

8. Engage in continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience

(connect)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate understanding of the importance of continuous self-review and development of teaching skills using evidence-informed reflection and actions to improve the student experience.	Engage in continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience at the Subject level.	Engage in continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience at the Course level.	Engage in, collaborate and lead continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience at the School level.	Leading, promoting and engaging in Faculty and university-wide initiatives to ensure the continuous self-review and development of teaching skills using evidence-informed reflection and action to improve the student experience across the university.
Reflection: An example of how I do this				Self Rating (1-5)



Be Exceptional

9. Engage in peer review and collaborative peer-learning practices

(connect)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate understanding of the peer review process.	Participate in opportunities to have your teaching peer reviewed and engage in collaborative peer learning practices at the Subject level.	Become a peer reviewer and engage in the university peer review program and curriculum co-design at the Course level.	Foster and encourage staff to become peer reviewers at the School level.	Lead, promote and engage in peer review and collaborative professional practices within the institutional level.

Reflection: An example of how I do this

Self Rating (1-5)

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10. Mentor peers to build capacity in learning and teaching

(connect)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate an understanding of benchmarking activities in order to build capacity in learning and teaching in order to uphold the standard and quality of curriculum.	Work collaboratively with colleagues to benchmark teaching and assessment activities with others teaching at the Subject level to build capacity of learning and teaching in order to uphold the standard and quality of curriculum.	Mentor peers to build capacity in learning and teaching by engaging in benchmarking exercises for teaching and assessment activities at the Course level in order to uphold the standard and quality of curriculum.	Lead teams and mentor individuals at School level to build capacity of learning and teaching by engaging in benchmarking exercises for teaching and assessment in order to uphold the standard and quality of curriculum.	Lead, promote and engage in peer mentoring to build capacity in learning and teaching at the University level or within high profile external teaching and learning initiatives, benchmarking exercises for teaching and assessment in order to uphold the standard and quality of curriculum.

Reflection: An example of how I do this

Self Rating (1-5)

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11. Engage in scholarly activity that contributes to the HE sector

(achieve)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Demonstrate an understanding of the scholarship of learning and teaching at a foundational level.	Engage with research and the scholarship of teaching and learning to provide an evidence-informed approach to the design and development of the learning experiences of our students at the Subject level.	Evaluate and apply research and the scholarship of teaching and learning to provide an evidence-informed approach to your practice to improve the student learning experience at the Course level.	Contribute to research and scholarship of learning and teaching and mentor peers to build capacity to ensure an evidence-informed approach to improve the student learning experience at the School level.	Lead in the development and dissemination of research and scholarship of learning and teaching and contribute to an evidence-informed approach to improve the student learning experience at the University level.

Reflection: An example of how I do this

Self Rating (1-5)

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12. Successfully engage with reward and recognition opportunities in learning and teaching

(achieve)

Level A <input type="checkbox"/>	Level B <input type="checkbox"/>	Level C <input type="checkbox"/>	Level D <input type="checkbox"/>	Level E <input type="checkbox"/>
Engage with reward and recognition opportunities by participating in teaching and learning activities (e.g. CSEdX, Communities of Practice, the CS Teaching Academy awards and fellowships).	Share experiences and good practice of teaching and learning activities via the reward and recognition activities (e.g., CSEdX, Communities of Practice, Teaching Academy awards and fellowships).	Work collaboratively with peers to share experiences and good practice of teaching and learning activities via the reward and recognition activities (e.g., CSEdX, Communities of Practice, Teaching Academy awards and fellowships).	Lead and/or actively participate in School-level initiatives to share experiences and good practice of teaching and learning activities via the reward and recognition activities (e.g., AAUT, RUN awards, CSEdX, Communities of Practice, Teaching Academy awards and fellowships).	Leading and/or actively participate in university-wide and/or national reward and recognition opportunities to share experiences and good practice of teaching and learning activities via the reward and recognition activities (e.g., AAUT, RUN awards, CSEdX, Communities of Practice, Teaching Academy awards and fellowships).

Reflection: An example of how I do this

Self Rating (1-5)

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