

Notes on the U21 Teaching Indicators Framework

The U21 TI framework is designed to help you make sense of where you are within the teaching and learning “landscape”. It can help you plot past and future journeys and contributes to a shared understanding across all faculty members of the components of teaching activity and levels at which they are enacted.

The framework is intended to be used in a variety of ways and settings, including as:

- A conversation starter (about teaching and learning activities, how leadership aspects differ from service etc.).
- A planning tool (to support annual review, pathways towards promotion and tenure).
- A framework for building professional development activities around.
- A starting point for thinking about what the impacts of teaching and learning activities have been, and how these are evidenced.

The framework is a simple two-dimensional framework, encompassing – from an individual’s perspective – things that you do related to teaching / learning and their forms of enactment. These two dimensions form the axes of the framework.

Dimensions of teaching – activities of an educator

1. **Learning Facilitator.** This refers to the broad range of activities that support and facilitate learning, including the time spent interacting with students in class, out of class, in office hours, seminars etc. The key feature is that activities that fall within this dimension are directly observable by students.
2. **Educational Designer.** The design and development of opportunities for learning: Development and design of modules, courses, program and curricula. Generally not observable directly by students, but vital to the coherence of the educational offerings they receive.
3. **Reflective Teacher.** The personal and professional growth from engaging in a process of reflective and scholarly teaching. This is part of an on-going process by which we understand, reflect on, and modify our approaches or attitudes to teaching based on interactions with

colleagues, collaboration with other experts, from experience and reflection and from staying current with our disciplinary practices.

4. **Scholarly Teacher.** The combined elements of scholarship and dissemination, making public the processes and outcomes of our reflective enquiry, experimentation and evaluation of teaching and learning innovations, activities and approaches.

Forms of enactment – the ways in which these activities are expressed or realized, their locus

The dimensions of teaching activity just described are realized in different ways and by both individuals and groups and have different points of impact. This axis separates these forms of enactment into three areas:

1. **Practice.** The practice of teaching and learning: what is done as part of the work of the individual.
2. **Management.** The enabling of teaching and learning: the creation organizational conditions and execution of processes to support learning and teaching. There is a strong overlap with management and service contributions in the area of teaching (“doing things right”) and contributions to the work of a group, team or combined effort.
3. **Leadership.** The leadership of teaching and learning: embedding notions of enhancement, innovation and change, with impact that extends beyond one’s own classroom. The activities undertaken to lead, influence and support others to innovate, enhance or change their practice or approach in any of these areas of teaching.

The framework is typically populated with different types of activities (over a period of time, relating to a specific project or role). The cells are not hard-walled and there is no expectation to ‘fill all boxes’.