Guidelines for discussing teaching with your staff as part of performance review

Have you attended FFOUT?

What sort of feedback have you had about your teaching?
- from peers
- from students
- from SET

What actions have you taken to address this feedback?

What have you done in the last year to improve or change the way you teach?

What plans do you have in the next year to make changes to the way that you teach?

What methods do you use in your teaching?

Why do you use these methods?

How do you know these methods are the best for teaching the content you want to cover?

How do you adjust your teaching to cater for diverse student needs?

Have you attended any professional development on teaching and learning?

Have you applied for any awards or grants related to your teaching?

Have you contributed to school discussions or committee deliberations related to teaching and learning?

Have you conducted any research into your teaching? Do you have evidence about the success or otherwise of your practice?

Have you published or presented about your teaching?

How do you use FLO in your teaching?

Does your assessment directly relate to stated learning outcomes (including graduate qualities)?

Have you participated in any peer review processes of your own teaching or the teaching of others?

What did you learn through these processes?

How do you support tutors/sessional staff working in your topics?

Possible actions to take if you have concerns about the way staff are teaching

- If they have not attended FFOUT suggest that they do so.
- Suggest enrolment in the Graduate Certificate of Education (Higher Education)
- Ask them to attend courses led by the Centre for University Teaching and EDICT.
- Conduct a supervisor review of their teaching
- Require them to participate in a peer review of their teaching (even if they have only recently been reviewed)
- Alert them to the resources on the teaching and learning website
- Offer them a mentor in teaching.
- Suggest they attend a conference in the discipline that has a strong focus on teaching.
- Suggest that they observe other staff teaching.
- Suggest that they make an appointment with someone in CUT to discuss their teaching.