

ANU Learning and Teaching Strategy



Australian
National
University



Contents

01 Vision and Scope

A Vision for Excellence in Learning and Teaching at ANU	01
Introduction	03
Alignment with ANU Strategic Plan 2021-25	04
Scope	05
Strategy Goals and Actions	07

02 Learning and Teaching Practice

Goal 1: Establish an ANU Model of Learning	09
Goal 2: Offer learning experiences that support and inspire our students	10
Goal 3: Promote active, collaborative and engaged pedagogies	11
Goal 4: Strengthen assessment and feedback	12
Goal 5: Innovate for outstanding large class experiences	13
Goal 6: Embrace teaching sustainability	14
Goal 7: An ANU Employability Framework	15

03 Learning and Teaching Infrastructure and Support

Goal 8: Digitally enhance the delivery of our learning activities	17
Goal 9: Create inspiring campus learning spaces	18
Goal 10: Provide well-designed learning and teaching support	19

04 Learning and Teaching Culture

Goal 11: Develop and recognise outstanding educational work	21
Goal 12: Affirm the status of teaching at ANU	22
Governance and Timeframe	23



A Vision for Excellence in Learning and Teaching

“Our graduates will have a positive influence on the future. They are passionate, creative and capable of solving critical problems not yet imagined. They create and apply knowledge to improve the lives of people, the nation and the world.”

The University is committed to high quality learning and teaching. This commitment acknowledges that students are the centre of learning and teaching at ANU.

A partnership between students, academics, professional staff and the University forms the foundation for excellence in learning and teaching.

Delivering on our Vision for Excellence in Learning and Teaching requires commitment and leadership across the University and at all levels.

The University values, enables, rewards and celebrates excellence in learning and teaching.

Introduction

The ANU Learning and Teaching Strategy is designed to help define and communicate our distinctive approach to learning and teaching, to guide how organisational energies and resources should be applied, and to identify the skills, competencies, systems and supports we need to have in place to secure our position as a leading university. Together with the new Curriculum Framework, this strategy provides clarity on our overall educational direction.

We have shared experiences and challenges across the University. A strategy that approaches the key elements of learning and teaching from a whole-of-institution perspective will support broad-based engagement around the really pressing issues for our staff and students. It will provide a clear framework for adopting more consistent and unified approaches to those issues. It will also help to establish clear expectations and directions in learning and teaching, giving staff confidence that their efforts and innovations in the classroom and their time investments in technology adoption and professional development are strategically aligned, appropriately supported, and valued. It provides a framework to ensure we are using our energies and resources appropriately.

Critically, this strategy helps us to identify and coordinate the different areas across the university that together shape our success in learning and teaching, eliminating siloed thinking and fragmented support. In this way, it ensures we have in place the connected-up environment we need to offer a quality experience for students and staff and to support the University in managing future challenges in the form of geo-political shocks or natural disasters.

The goals set forth in this Strategy create the conditions for us to design solutions to some of the most pressing learning and teaching questions we have. First and foremost, the strategy ensures that academic staff have the support and the infrastructure they need to deliver high quality learning experiences, as well as opportunities to share their great work and to have it appropriately recognised. The strategy also assists us in focusing the appropriate attention around key moments such as the first year experience. First year is where our students learn how to learn and where they establish the expectations of learning at university that will shape how they engage with us in subsequent years. Our first year classrooms need to be dynamic and challenging and we need active and authentic learning experiences that underscore for these students the importance of presence or 'being there'. Our goals around digital uplift and around active and collaborative learning help us to determine the delivery models that are appropriate for different cohorts of students and ensure we design in the flexibility many students now seek, especially in relation to postgraduate coursework study. Finally, the strategy guarantees that our students will find in our classrooms important opportunities to develop not only the knowledge but also the hands-on skills that will underpin their success beyond graduation. Overall, the world of learning at ANU will be dynamic, future-focused and supported by a strong culture of enablement.

Alignment with ANU Strategic Plan 2021-25

The ANU 2021-2025 Strategic Plan sets forth a vision for the future, delivering a student education and experience equal to the world's best. The Strategic Plan states:

The education our students engage in will be intellectually stimulating and broad. It will include disciplinary depth and transdisciplinary breadth to provoke critical thinking and problem solving. It will join **academic and experiential learning** to encourage our students to employ their knowledge in local, national and global contexts. Our students will **be digitally literate** and the way we teach them will reflect **contemporary ways of learning**.

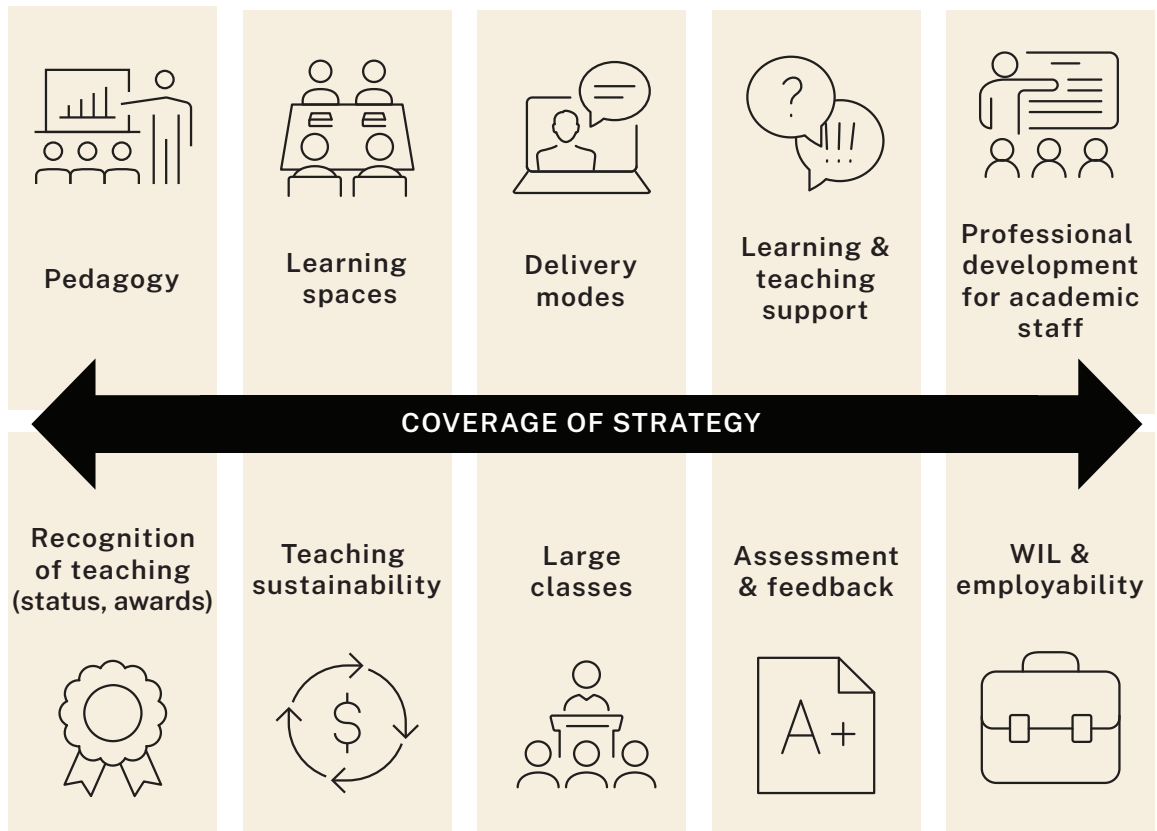
Our **systems and infrastructure** across campus will continue to be renewed to ensure a **contemporary, quality and enabling experience**.

The Plan also commits us to deliver academically rigorous, inspiring courses that are enriched by world-leading research and distinguished from other universities by their small classes, **quality teaching and flexible, interactive delivery**.

The ANU 2021-2025 Strategic Plan articulates bold ambitions and promises. To realise these ambitions, we require bold strategies. This Learning and Teaching Strategy will help us take the necessary steps to ensure we can deliver on the ambitions and promises above within the timeframe provided by the Plan.

Scope

To be effective in addressing our current and future needs, the Learning and Teaching Strategy must capture and connect all the elements that are critical to our success in learning and teaching. This ensures we have the appropriate cross-university, collaborative conversations that are essential to fixing immediate problems and to finding workable solutions in future as our learning and teaching plans evolve.



Guiding Principles

Build back better after COVID

Support an outstanding student learning experience that reflects our values as a university

Embrace ANU learning and teaching as distinctive

Embrace ANU learning and teaching as innovative

Ensure ANU learning and teaching has a sound framework for support and development

Embrace the potential of a new digital learning ecosystem shaped around user experience and the best research

Ensure accessibility, equity and diversity are central to our planning, design and practice

Ensure student wellbeing begins in our classrooms

Recognise professional and academic staff support and wellbeing as central to the success of Learning and Teaching

Support solutions and initiatives based on cooperation, collaboration, sharing and connection across the university

Strategy Goals and Actions

To articulate the future of learning and teaching at ANU, the Strategy sets out twelve goals that describe our future state. Each goal is accompanied by a number of actions to support its realisation.

GOAL 1 Create an ANU model of learning				
GOAL 2 Offer learning experiences that support and inspire our students				
GOAL 3 Promote active, collaborative and engaged pedagogies	GOAL 4 Strengthen assessment and feedback	GOAL 5 Innovate for outstanding large class experiences	GOAL 6 Embrace teaching sustainability	GOAL 7 An ANU employability framework
GOAL 8 Digitally enhance the delivery of our learning activities	GOAL 9 Create inspiring learning spaces	GOAL 10 Provide well-designed learning and teaching support	GOAL 11 Develop and recognise outstanding educational work	GOAL 12 Affirm the value of teaching at ANU



Learning and Teaching Practice

Goal 1: Establish an ANU Model of Learning

We can be much more explicit with current and prospective students about what defines or characterises learning at ANU. The ANU has the advantage of holding the unique status as Australia’s only national university and as part of our strategy work we have an opportunity to articulate precisely what this means for the students who study here. We can create clear expectations of how students transition to university here at ANU, how their learning is informed by our particular approaches and practices, and how learning at ANU prepares them for life beyond graduation.

Goal	Actions
<p>1.1 We are clear and confident about the learning experiences students will have at ANU.</p>	<p>1.11 Articulate for current and prospective students the styles of learning we offer, what makes learning at ANU genuinely distinctive and valuable, and how it sets our graduates apart.</p> <p>1.12 Map our students’ learning journeys to identify and highlight the unique learning opportunities and critical supports that we provide.</p> <p>1.13 Be explicit about how our approaches to learning connect to our curriculum and Graduate Attributes to deliver meaningful educational experiences.</p>
<p>1.2 We are clear how our students benefit from learning in a research-intensive environment.</p>	<p>1.21 Ensure our classroom experiences connect students with ANU research leaders.</p> <p>1.22 Ensure learning and assessment activities engage students and progressively build their own research skills.</p>
<p>1.3 We are clear how our students benefit from our position as Australia’s only national university.</p>	<p>1.31 Articulate how our location in the national capital and our proximity to government and key cultural institutions shapes our students’ overall learning experiences and challenges them to achieve more.</p>

Goal 2: Offer learning experiences that support and inspire our students

We want to offer experiences that challenge and reward our students and we want to ensure that every student feels genuinely connected with ANU. We want to find opportunities wherever possible for students to partner with us in the design of aspects of their learning. Further, if we accept the premise that student wellbeing begins in the classroom, we can take this opportunity to design learning experiences and assessment activities that actively support student wellbeing.

Goal	Actions
2.1 Students experience learning as exciting and challenging.	<p>2.11 Create an environment where academics consistently employ best-practice evidence-based approaches in learning and teaching.</p> <p>2.12 Create an environment where academics are empowered to take risks and partner with students to try new approaches in learning and teaching.</p>
2.2 Our students experience a sense of belonging in our classrooms that helps them connect to ANU.	<p>2.21 Orient all students to the culture of learning at the University.</p> <p>2.22 Embed transition pedagogy into the curriculum and provide targeted support to first year convenors.</p> <p>2.23 Ensure our learning activities on-campus and online are safe, accessible, inclusive and respectful and cater for the needs of diverse students.</p>
2.3 Our students are active and involved partners in learning.	<p>2.31 Engage with students as partners in course decision-making and program development.</p> <p>2.32 Adopt pedagogies that support students as active agents in their own learning and foster ownership of and connection to course content.</p> <p>2.33 Value and engage with the knowledge and experience students bring to our classrooms.</p> <p>2.34 Connect formal learning to informal and co-curricular learning, including opportunities provided by student associations and student societies.</p>
2.4 Student wellbeing begins in our classrooms.	<p>2.41 Promote broad understanding of the connections between student wellbeing and our learning and teaching practices.</p> <p>2.42 Ensure that courses offer opportunities for students to connect with teaching staff and with peers.</p> <p>2.43 Review assessment programs with a view to their impact on student wellbeing, including the number, style, volume, and timing of tasks.</p>

Goal 3: Promote active, collaborative and engaged pedagogies

We will deliver on-campus, blended and online experiences focused on high-value, active and collaborative learning activities that apply knowledge and build students' transferable personal and professional skills. We will design active and interactive learning experiences that reward and add value for students attending campus in person, particularly where these constitute the centrepiece of our undergraduate experience.

Goal	Actions
3.1 First year learning experiences build active engaged learners.	<p>3.11 Ensure that first year courses are designed around active pedagogies that support students learning how to learn.</p> <p>3.12 Ensure first year courses utilise social learning tools that build connection and engagement.</p> <p>3.13 Design lecture and large group activities to include sustained engagement from students.</p>
3.2 Active and authentic learning is offered in all learning spaces, whether face-to-face or online.	<p>3.21 Develop a suite of resources and exemplars of good practice in active and authentic learning experiences.</p> <p>3.22 Work with teaching staff to identify the digital tools that can best support students' active engagement with course content and peers.</p>
3.3 Students experience collaborative and team-based learning activities as well as learning individually.	<p>3.31 Encourage the mapping of learning activities at the program and/or discipline level to ensure collaborative and team-based learning activities are available to students.</p> <p>3.32 Develop a suite of resources and exemplars of good practice for collaborative and team-based learning.</p> <p>3.33 Actively build students' capacities for collaboration and teamwork.</p>
3.4 Students are offered opportunities for experiential learning.	<p>3.41 Enhance opportunities for students to 'learn by doing' through hands-on laboratory experiments, internships, practicums, fieldwork exercises, research projects, and active experimentation.</p>

Goal 4: Strengthen assessment and feedback

We can benefit as an institution from a systematic review of our assessment and feedback practices, ensuring that our good practice in this area is one of the ways in which ANU distinguishes itself from its counterparts. We will also explore new digital supports for delivering online assessment, marking and feedback in ways that offer better experiences for our staff and for our students.

Goal	Actions
4.1 Assessment practices are sector-leading.	<p>4.11 Review current assessment practices to ensure students are able to demonstrate their learning and achievements effectively.</p> <p>4.12 Support staff to be innovative in assessment design through the provision of models of good practice.</p> <p>4.13 Ensure authentic assessment is widely used.</p> <p>4.14 Encourage reviews of assessment activities at the discipline and/or program level.</p>
4.2 High quality digital assessment options are available.	<p>4.21 Investigate new options for digitally supported assessment that match our current and future needs.</p> <p>4.22 Facilitate the shift to digital assessment management, including online submission and marking of tasks.</p> <p>4.23 Streamline processes and provide efficiencies for staff.</p>
4.3 First year assessment and feedback support transition and engaged learning.	<p>4.31 Actively explore first year assessment, including the option of offering an ungraded first year.</p>
4.4 Students receive feedback that is timely and useful.	<p>4.41 Provide teaching staff with high quality professional development around effective feedback practices.</p> <p>4.42 Optimise our digital systems to support our capacity to provide prompt and personalised feedback and analysis on students' learning.</p> <p>4.43 Engage with students on the forms and timing of feedback that best support their learning.</p>
4.5 Students develop feedback literacy	<p>4.51 Create more opportunities for student to review and self-assess their progress.</p> <p>4.52 Support assessment design that integrates feedback mechanisms to help students understand their progress against course learning outcomes.</p> <p>4.53 Extend the use of marking rubrics.</p>
4.6 Assessment design minimises risks to academic integrity.	<p>4.61 Continue to support all teaching and relevant professional staff to understand and uphold the principles of academic integrity.</p> <p>4.62 Maintain efforts to promote good practices to ensure academic integrity in online and on-campus assessment environments.</p> <p>4.63 Develop a suite of resources and exemplars around good assessment design and actively support convenors with practical assistance in reworking assessments.</p>

Goal 5: Innovate for outstanding large class experiences

While ANU maintains an enviably low staff-student ratio and successfully offers diverse opportunities for small group learning, we also operate at scale in parts of the university. We want to deliver large class experiences that are just as enriching as smaller ones and we will develop and support dedicated approaches for courses with large groups to ensure this happens.

Goal	Actions
5.1 Convenors are well-supported in the design and delivery of learning activities for high-enrolling courses.	<p>5.11 Provide teaching staff with high quality professional development in the design and delivery of effective and innovative large classes.</p> <p>5.12 Develop a suite of resources and exemplars of good practice for large classes.</p> <p>5.13 Establish new support and partnership models for the delivery of high-enrolling courses.</p>
5.2 Convenors are well-supported in the design and delivery of assessment for high-enrolling courses.	<p>5.21 Prioritise support for redesigning high enrolling courses.</p> <p>5.22 Develop a suite of resources and exemplars of good practice for assessing learning and providing effective feedback in large classes.</p>
5.3. Students in high-enrolling courses experience active and participatory learning.	<p>5.31 Promote models of interactive or social learning which includes direct engagement with students.</p> <p>5.32 Develop a suite of resources and exemplars of good practice for active learning in large classes.</p>
5.4 Students in high-enrolling courses develop a sense of engagement and belonging.	<p>5.41 Support staff to build a sense of community in the classroom.</p> <p>5.42 Ensure high-enrolling courses utilise social learning tools that build engagement.</p> <p>5.43 Develop a suite of resources and exemplars for classroom activities that foster student ownership of and connection to course content.</p>

Goal 6: Embrace teaching sustainability

While we have in place suitable frameworks for assuring the quality of our teaching programs, we currently have fewer mechanisms for understanding their overall viability. The financial impact of COVID on operations demonstrates that we could benefit from a more detailed understanding of the resourcing required to deliver our teaching programs.

Goal	Actions
6.1 The resourcing and revenue dimensions of learning and teaching are well understood.	<p>6.11 Review and enhance the business case requirements for existing and new award and non-award teaching initiatives.</p> <p>6.12 Create guidance on the relative costs of different modes of teaching delivery and different styles of teaching activities.</p> <p>6.13 Develop and test a model for understanding teaching program viability.</p>
6.2 Teaching programs have appropriately developed measures of success.	<p>6.21 Create program level measures of success that reflect both agreed academic and business goals.</p> <p>6.22 Ensure data to monitor progress against success measures is regularly shared with program convenors.</p>

Goal 7: An ANU Employability Framework

We play a key role in supporting our students to develop the knowledge, skills, behaviours, attributes, and orientations that will enable them to be successful not just in their future employment, but as socially responsible citizens and potential leaders. A formal student employability framework will assist us in taking a holistic view of our approach to employability and articulating our university-wide responsibilities in this regard.

Goal	Actions
7.1 Our understanding of 'employability' is consistent with our values and our aspirations for our graduates.	7.11 Define 'employability' in collaboration with key stakeholders to reflect how ANU prepares students for career success in a global context.
7.2 Our employability framework successfully assures the development of broad workplace knowledge and skills at all levels of study across the university.	<p>7.21 Develop an employability framework with key stakeholders to promote employability as a shared responsibility across the ANU community.</p> <p>7.22 Adopt a program-level approach to mapping and embedding professional literacy in the curriculum.</p> <p>7.23 Ensure students experience learning activities and assessment practices grounded in authentic work contexts.</p> <p>7.24 Support our students to graduate with the ability to articulate their transferable skills and knowledge to potential employers nationally and internationally.</p>
7.3 Our employability framework connects us effectively to industry, employers, and alumni.	<p>7.31 Create opportunities for industry, employer, and alumni engagement in education activities, including in program development and review.</p> <p>7.32 Expand the use of Industry Advisory Boards at program and/or College level.</p> <p>7.33 Implement an integrated internship management system.</p> <p>7.34 Ensure the activities of student associations and student societies are appropriately integrated into the employability framework.</p>
7.4 ANU students build the knowledge, skills and competencies necessary to graduate as confident, connected, global citizens.	<p>7.41 Enhance our focus on entrepreneurship to help our graduates confidently manage disruption and innovation in their working futures.</p> <p>7.42 Provide the tools for students to work cooperatively with partners in face-to-face and virtual environments to solve real and simulated problems.</p> <p>7.43 Extend the use of digital tools that enable students to showcase their achievements at both course and program levels.</p> <p>7.44 Help our students develop the mindset and skills required for lifelong learning.</p>
7.5 All students enjoy equitable access to authentic learning and internship opportunities.	<p>7.51 Map authentic learning and internship opportunities at the discipline/program level to ensure coverage.</p> <p>7.52 Identify and address any barriers to participation in authentic learning and internship opportunities.</p> <p>7.53 Develop a framework for managing on-campus employment opportunities for students.</p>



Learning and teaching infrastructure and support

Goal 8: Digitally enhance the delivery of our learning activities

Our future digital learning environment will provide high quality experiences for students while reducing and simplifying the work required of staff in delivering those experiences. We want to ensure that our platforms and tools offer seamless transitions between pre-class, to in-class and post-class activities and that they support all our current and future face-to-face and flexible delivery modes effectively.

Goal	Actions
8.1 Our platforms and technologies support the delivery of high-quality learning experiences.	<p>8.11 Create a new student-centred digital learning ecosystem for the delivery of outstanding learning experiences.</p> <p>8.12 Support staff as they adapt their practice with the support of our new digital learning ecosystem.</p> <p>8.13 Work with teaching staff to identify the digital tools that best fit their needs.</p> <p>8.14 Support students in the use of our learning technologies and ensure they are accessible.</p>
8.2 Blended and flipped learning practices are widely used.	<p>8.21 Ensure the availability of high quality resources for blended and flipped learning and exemplars of good practice.</p> <p>8.22 Support teaching staff in the design and sharing of innovative blended and flipped learning activities.</p> <p>8.23 Support the creation of high-quality digital content for use in blended and flipped learning.</p>
8.3 Students at all levels experience flexibility in their learning.	<p>8.31 Utilise digital tools and practices effectively to enable flexible student participation in learning as appropriate.</p> <p>8.32 Engage students as partners in designing flexible learning options.</p>
8.4 ANU learning continues to evolve in line with the needs of our students and key developments in higher education learning and teaching globally.	<p>8.41 Support staff to test new approaches to learning that reflect evolving trends within disciplines, wider societal requirements, and needs of students.</p> <p>8.42 Ensure ANU is future-ready by investing in emerging technologies that can offer exciting new possibilities for our learning and teaching practice.</p> <p>8.43 Ensure we are prepared to transition seamlessly to remote learning if required.</p>

Goal 9: Create inspiring campus learning spaces

For the majority of our students, the campus classroom experience will remain central to what it means to study with us here at ANU. We need those spaces to function well and to reflect the successful integration of educational design and learning space technologies. We need to plan for more exciting and flexible formal and informal learning spaces that can support our active and collaborative learning activities.

Goal	Actions
9.1 Classroom technologies are upgraded to a consistent standard.	<p>9.11 Identify high-priority spaces for uplift, including those needed for dual delivery.</p> <p>9.12 Ensure accessibility and ease of use are achieved.</p> <p>9.13 Create measures and mechanisms to track user experience.</p>
9.2 New and refurbished formal and informal campus learning spaces are designed to foster active and collaborative learning.	<p>9.21 Work with ITS and Facilities to ensure understanding and alignment with Learning and Teaching Strategy.</p> <p>9.22 Ensure creation and remediation of campus learning spaces are education-led and support contemporary learning approaches.</p>
9.3 Future learning and teaching environments are designed to meet the needs of students and staff and reflect the best global trends in learning space design.	<p>9.31 Develop mechanisms for Facilities and ITS to build and maintain close collaboration with the Academic Portfolio and ANU educators around campus learning space design.</p> <p>9.32 Evaluate user-experience of new and recently refurbished campus learning spaces.</p> <p>9.33 Use the Learning Space Design Authority (LSDA) to create guiding principles for future formal and informal learning space development, ensuring input from the Academic Portfolio and ANU educators.</p>

Goal 10: Provide well-designed learning and teaching support

We want to encourage reflective practice in learning and teaching, particularly as we move forward with our new digital learning supports. We especially want to ensure our teaching staff can access effective support and high-quality resources in forms that are well-matched to their needs.

Goal	Actions
10.1 Learning and teaching support is easy to access.	<p>10.11 Develop a service menu for central learning and teaching support.</p> <p>10.12 Ensure clarity around which services are offered centrally and which through Colleges.</p> <p>10.13 Streamline the provision to staff of online learning and teaching resources.</p>
10.2 Learning and teaching support is effective and well-received.	<p>10.21 Ensure close alignment between teaching staff support needs and service provision.</p> <p>10.22 Undertake regular evaluation of learning and teaching support services.</p>
10.3 Learning and teaching support operates successfully at scale.	<p>10.31 Create high performing teams to support large-scale transformation activities.</p> <p>10.32 Develop partnership models for the delivery of strategic initiatives.</p> <p>10.33 Adopt a program-level approach to the design and delivery of learning and teaching support.</p>
10.4 Learning and teaching support aligns with key strategic projects.	<p>10.41 Create responsive professional learning activities aligned with program and course transformation.</p> <p>10.42 Enhance professional support for active and collaborative learning, innovative assessment, and technology-enhanced learning.</p>
10.5 We use data to engage with and understand student feedback on learning and teaching.	<p>10.51 Employ effective analytic processes that leverage institutional data to enrich on-campus and online learning experiences.</p> <p>10.52 Enhance the usefulness of online student evaluation data collected through the Planning and Service Performance team (PSP) to support quality learning and teaching.</p>
10.6 Our staff and students actively contribute their knowledge and insights on the quality of the overall learning experience.	<p>10.61 Establish supportive peer observation for all teaching staff to encourage reflective practice.</p> <p>10.62 Support dissemination of good practice through communities of practice.</p> <p>10.63 Run 'open classroom' or 'teach week' events to showcase good practice and facilitate its wider sharing.</p> <p>10.64 Create channels for students to celebrate outstanding learning experiences.</p>



Learning and Teaching Culture

Goal 11: Develop and recognise outstanding educational work

We can do more to recognise excellence in learning and teaching across the University and improve support and recognition for those who lead in education at all levels. We should also ensure that learning and teaching professional achievement is appropriately integrated into key academic staff career milestones.

Goal	Actions
11.1 Teaching excellence is recognised and celebrated in diverse ways.	<p>11.11 Increase participation in the Education Fellowship Scheme (EFS) and activate the community of Fellows.</p> <p>11.12 Identify additional formal and informal mechanisms to recognise excellence in learning and teaching.</p> <p>11.13 Review ANU teaching awards against leading practice nationally and internationally.</p> <p>11.14 Continue to provide support for staff to apply for national teaching awards.</p>
11.2 Learning and teaching professional achievement is effectively integrated into key academic staff career milestones.	<p>11.21 Review and enhance the indicators of learning and teaching achievement for use in appointment, performance appraisal, and promotion processes.</p>
11.3 Learning and teaching leadership roles are appropriately supported and recognised.	<p>11.31 Create consistent position descriptions for learning and teaching leadership roles at all levels.</p> <p>11.32 Ensure leadership in learning and teaching is appropriately represented in indicators used in appointment, probation, performance appraisal, and promotion processes.</p> <p>11.33 Ensure contributions to the advancement of strategic learning and teaching initiatives are appropriately recognised in appointment, probation, performance appraisal, and promotion processes.</p>
11.4 Professional staff who support learning and teaching have access to appropriate development opportunities.	<p>11.41 Ensure professional staff who support learning and teaching have opportunities to build their knowledge and skills.</p>
11.5 Casual/sessional teaching staff have appropriate development opportunities.	<p>11.51 Ensure first time casual/sessional teaching staff have access to appropriate paid induction into their roles.</p> <p>11.52 Ensure casual/sessional teaching staff have access to paid participation in any training required for the successful delivery of contracted activities.</p> <p>11.53 Promote participation of casual/sessional teaching staff in professional development opportunities offered through the Centre for Learning and Teaching.</p>

Goal 12: Affirm the status of teaching at ANU

We want to affirm the overall status of teaching at ANU, to celebrate teaching achievements large and small, and to generate an active culture of cross-institutional collaboration and sharing of educational excellence and innovation. We want to secure our reputation as an outstanding university for learning and teaching.

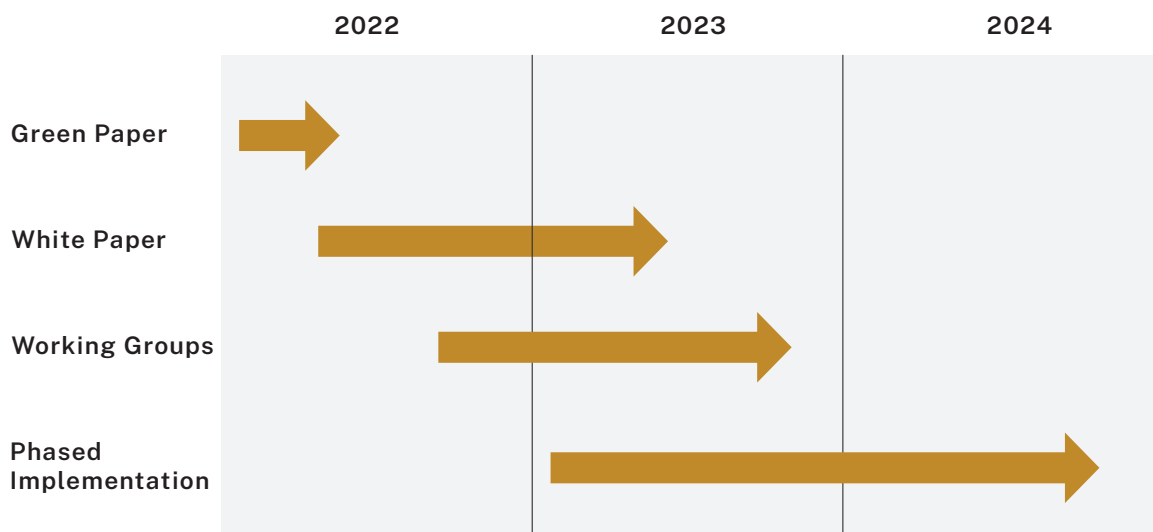
Goal	Actions
<p>12.1 University engagement with learning and teaching is visible and continuous.</p>	<p>12.11 Ensure learning and teaching stories are regularly featured in ANU communications at all levels.</p> <p>12.12 Support and promote outstanding ANU educators to document and share their innovations through national and international higher education publications, networks and events.</p> <p>12.13 Actively promote ANU engagement with key national and international professional associations in the area of higher education learning and teaching.</p>
<p>12.2 Teaching-related activities and achievements are regularly promoted inside and outside the university.</p>	<p>12.21 Create an annual university symposium to showcase and celebrate learning and teaching at ANU.</p> <p>12.22 Program and promote high quality learning and teaching events throughout the academic year.</p> <p>12.23 Create regular opportunities for Colleges to share good practice across the university.</p>

Governance and Timeframe

Governance

Governance of the Learning and Teaching Strategy will be through the regular channels including the Teaching and Learning Development Committee (TLDC), Academic Quality Assurance Committee (AQAC), and Academic Board. Working groups will be established where appropriate to determine detailed work on specific aspects of strategy and they will be tasked with developing more detailed implementation plans. The working groups will report to TLDC. Where specific initiatives have resourcing implications, additional consultation with the Senior Management Group and other groups will be required.

Approximate Timeline



Related Strategic Projects and Dependencies

A number of other ANU 2021-2025 Strategic Plan projects intersect with the Teaching and Learning Strategy.

- Curriculum Framework
- ANU Graduate Attributes
- Student First
- Student Safety and Wellbeing Plan
- Orientation and Transition Framework
- University funding model

Sponsor

Pro Vice-Chancellor (Education and Digital)

Author

Pro Vice-Chancellor (Education and Digital)

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Contact us

Office of the Pro Vice-Chancellor (Education and Digital)

Academic Portfolio

The Australian National University

Canberra ACT 2600 Australia

T +61 2 6125 4834

E pvc.ed@anu.edu.au

W anu.edu.au



facebook.com/TheAustralianNationalUniversity



twitter.com/ANU_Events



instagram.com/ouranu



youtube.com/ANUexperience



i.youku.com/ANUexperience



ANU_Australia [WeChat]



LinkedIn



Future students enquiry: 1800 620 032