

Australian Nursing Educator Professional Practice Standards



Australian Nurse Teachers' Society
Working Together for the Future of Nursing Education

Australian Nursing Educator Professional Practice Standards

This document presents the 2024 'Australian Nursing Educator Professional Practice Standards' (the 'Standards'). The Standards aim to provide nursing educators a framework for educational practice that can be applied to any educational setting or level of educator experience. A nursing educator is defined as a registered nurse or midwife that engages in the education of nurses.

Nursing educator practice varies according to the context in which the educators practice. Educators may have different roles or responsibilities, which may include management, professional development, mandatory training, or teaching. The extent to which the Standards apply depend upon the role of the individual nursing educator, for example, the role may or may not include program development. Settings may vary, such as universities, hospitals, simulation laboratories, or the community. Learners may also vary, for example, undergraduate students, new graduate registered nurses, hospital staff, or patients/clients. The Standards' framework provides a guide for nursing educator best practice and may be adapted according to the educational context.

The Standards consist of a set of statements that are categorised into three major domains (see figure below and pp. 3-5). Cues or examples are provided for each statement to assist in providing a context for the statements (p. 6 onwards). The cues are not definitive or exhaustive, or apply in all contexts, but are provided to give clarity to the Standards.



Figure 1: Australian Nursing Educator Professional Practice Standards

Development of the Standards

The Australian Nurse Teachers' Society undertook a revision of the 2010 'Australian Nursing Educator Professional Practice Standards'. The society represents nursing educators from any setting or level of experience in Australia. It is a national organisation with members in all states and territories (<https://www.ants.org.au>). The review was undertaken as a research project and ethical approval was obtained from a Human Research Ethics Committee of an Australian university.

The review team was led by Dr Christine Taylor (see below for review team members), and the study consisted of collecting data from an expert panel who completed two electronic Delphi surveys, and from two focus groups of nursing educators from any setting or level of experience. The first Delphi survey had very high agreement and indicated that the 2010 standards were still relevant today. However, the participants indicated some improvements could be made in language and with the inclusion of some new statements. New statements were added, which included sustainability of the program (statement 1.1.7), knowledge translation (statement 1.4.9), demonstrating knowledge and expertise (statement 3.1.5), anticipating/preparing for a changing environment (statement 3.2.7), and using research to inform educational practice (statement 3.3.6). The Standards are presented in the following pages.

Review Team members

- * **Dr Christine Taylor** PhD, RN (lead investigator), Senior lecturer, School of Nursing & Midwifery, Western Sydney University, NSW
- * **Assoc. Prof. Julie Shaw** PhD, RN, Discipline lead - Nursing, Department of Nursing and Allied Health, School of Health Sciences, Swinburne University of Technology, VIC
- * **Ms Creina Mitchell** MPH, RN, RM, Senior lecturer, School of Nursing & Midwifery, Griffith University, QLD
- * **Ms Belinda Foley** MHPed, RN, Staff Development Manager, Nursing and Midwifery, Tweed Valley Hospital, Northern NSW Local Health District, NSW
- * **Ms Hellen Kaneko** MAdvPrac, RN, QDA (Queensland Digital Academy) Director, Metro North Health, QLD

Acknowledgements

The Australian Nurse Teachers' Society provided some funding to support the study and literature review. We acknowledge the support of all those who gave their time and shared their thoughts and ideas with the research team to develop the 2024 'Australian Nursing Educator Professional Practice Standards'.

We also acknowledge the work done by the previous team who developed the 2010 standards (competencies), led by Dr Jacqui Guy (Guy et al., 2011).

Guy, J., Taylor, C., Roden, J., Blundell, J., & Tolhurst, G. (2011). Reframing the Australian nurse teacher competencies: Do they reflect the "REAL" world of nurse teacher practice? *Nurse Education Today*, 31(3), 231–237. <https://doi.org/10.1016/j.nedt.2010.10.025>

Australian Nursing Educator Professional Practice Standards

Domain 1

DOMAIN 1: TEACHING AND LEARNING

The core role of the nursing educator is to facilitate learning. Educators may work in a variety of settings, such as tertiary educational facilities, hospitals, and community services. Learners may include students, clinical staff, clients, or other staff members.

DOMAIN 1	Teaching and Learning
Standard 1 (S1)	The core role of the educator is to facilitate learning. Educators may work in a variety of context tertiary educational facilities, hospitals, community. Learners may be students, clinical staff, clients or other staff members.
	A nursing educator...
S1.1	Plans quality learning experiences and programs which support education and nursing practice
1.1.1	Assesses needs of the individual learner in collaboration with the learner
1.1.2	Values diversity of learners
1.1.3	Acknowledges cultural factors affecting learning
1.1.4	Ensures that learner centred principles are applied
1.1.5	Considers current and future needs of stakeholders when planning programs
1.1.6	Evaluates the learning environment to support the needs of the learner
1.1.7	Considers sustainability of the program
S1.2	Plans effective teaching strategies that facilitate learning
1.2.1	Designs appropriate and realistic learning outcomes for learners and programs
1.2.2	Plans education programs/learning experiences based on adult learning principles
1.2.3	Utilises a variety of teaching resources to support educational practice
1.2.4	Recognises learning opportunities and constraints
1.2.5	Incorporates current and emerging information technology to enhance teaching and learning
1.2.6	Provides opportunities for co-learning
S1.3	Implements facilitation strategies to support learners
1.3.1	Contributes to supporting a positive learning environment
1.3.2	Applies evidence-based teaching practice
1.3.3	Adapts to contextual environmental challenges in a flexible manner
1.3.4	Motivates learners and demonstrates enthusiasm for teaching
1.3.5	Acts in capacity of mentor, coach, role model
S1.4	Evaluates learning experiences and programs in relation to learner needs and learning outcomes
1.4.1	Monitors progress of the learner in relation to planned learning outcomes
1.4.2	Utilises briefing and debriefing strategies on a continuum throughout the learning experience
1.4.3	Provides constructive and timely feedback to the learner
1.4.4	Provides opportunities and support for reflective practice
1.4.5	Facilitates engagement of learners in self-assessment of professional competencies
1.4.6	Evaluates educational programs in conjunction with stakeholders
1.4.7	Utilises valid and reliable measures for evaluation
1.4.8	Uses program evaluation findings to ensure currency and applicability of programs according to learning and professional needs
1.4.9	Evaluates barriers that prevent translation of knowledge into practice and initiate strategies to overcome them

Australian Nursing Educator Professional Practice Standards

Domain 2

DOMAIN 2 COMMUNICATION

Educators need to be effective communicators in all areas of educational practice.

DOMAIN 2	Communication
Standard 2 (S2)	Educators need to be effective communicators in all areas of educational practice.
	A nursing educator...
S2.1	Demonstrates effective communication and interpersonal skills at an advanced level
2.1.1	Respects and values learners, staff and patients in all aspects of communication
2.1.2	Collaborates with and develops teams and partnerships with health professionals and associated organisations
2.1.3	Uses formal and informal communication strategies to facilitate a trusting environment conducive to teaching and learning
2.1.4	Teaches and supports informatics and IT competencies related to educational practice
2.1.5	Displays competence in use of technology for communication in all facets of their role as educators
2.1.6	Demonstrates health literacy regarding their teaching and professional roles
2.1.7	Maintains currency of knowledge and use of information technology programs relevant to their role
2.1.8	Utilises e-learning strategies to deliver programs and support learning

Australian Nursing Educator Professional Practice Standards

Domain 3

DOMAIN 3 PROFESSIONAL PRACTICE IN NURSING EDUCATION

Educators are required to demonstrate advanced professional practice in nursing education, such as demonstrating expertise in nursing education, displaying educational management and leadership skills, and commitment to research and scholarly practice, dependent on their context of educational practice.

DOMAIN 3	Professional Practice in Nursing Education
Standard 3 (S3)	Educators are required to demonstrate advanced professional practice competencies dependent on their context of educational practice.
	A nursing educator...
S3.1	Demonstrates advanced nursing knowledge and expertise in the context of teaching
3.1.1	Engages in self-reflection and reflective practice in nursing and educational practice
3.1.2	Maintains a professional portfolio which demonstrates continuing professional development in teaching competence
3.1.3	Demonstrates cultural safety and humility in educational practice
3.1.4	Embodies the Nursing Code of Conduct and Ethics in all aspect of education and practice
3.1.5	Demonstrates knowledge and expertise in teaching and educational practice
S3.2	Displays management and leadership skills in planning, managing and implementing change
3.2.1	Participates actively in professional organisations
3.2.2	Is cognisant of current global trends in nursing education
3.2.3	Considers policies and procedures affecting educational practice in planning, managing and implementing change
3.2.4	Manages the organisation of learning experiences and programs
3.2.5	Selects and monitors resources required for educational programs
3.2.6	Is a role model for learners and provides mentoring where required
3.2.7	Anticipates and prepares for a changing environment
S3.3	Demonstrates a commitment to research and scholarship
3.3.1	Shares knowledge and expertise within the wider nursing/allied health community
3.3.2	Participates in research activities
3.3.3	Models commitment to ongoing learning
3.3.4	Demonstrates the ability to use deductive and inductive reasoning
3.3.5	Fosters critical inquiry in self and others
3.3.6	Uses research to inform educational practice

Australian Nursing Educator Professional Practice Standards

Standard 1.1 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S1.1 Plans quality learning experiences and programs that support education and nursing practice	This standard can be applied to a variety of contexts. Learning experiences can be for individuals or groups of learners and encompass face-to-face, online or hybrid modalities. A program may incorporate formalised subjects or courses within an academic, clinical or other learning environment. The program may be for individual or groups of learners and vary in length. It can include professional development, learning contracts and curricula. Planning for quality programs includes assessing individual learning needs, determining learning outcomes and how to achieve them, and sustainability of the program.
1.1.1 Assesses needs of the individual learner in collaboration with the learner	<ul style="list-style-type: none"> a. Uses a flexible approach to identifying individual or group learning needs, such as using formal and informal approaches b. Collaborates with the learner/s to assist and inspire the learner to identify their own learning needs c. Identifies gaps in learner knowledge and skills d. Undertakes learning needs analysis/ assessment as required
1.1.2 Values diversity of learners	<ul style="list-style-type: none"> a. Applies a wide definition of diversity to teaching and learning, such as culture, ethnicity, religion, learning styles, neuro diversity and learners with a disability b. Incorporates knowledge of diversity into program planning and learning experiences, such as different learning styles and language
1.1.3 Acknowledges cultural factors affecting learning	<ul style="list-style-type: none"> a. Identifies how cultural factors affect learning. Factors could be identified from sources such as peer-reviewed literature or needs' assessments b. Incorporates cultural factors, such as cultural sensitivity, humility and safety (including your own culture), in teaching and learning programs c. Contexts include a wide definition of culture, such as social environments (e.g., work, family) and cultural groups (e.g., nursing, ethnic groups)
1.1.4 Ensures that learner centred principles are applied	<ul style="list-style-type: none"> a. Incorporates adult learning principles in program design and implementation, including teaching and learning strategies and learner feedback
1.1.5 Considers current and future needs of stakeholders when planning programs	<ul style="list-style-type: none"> a. Undertakes an educational needs assessment that includes stakeholders, such as students, program planners, health facility and industry representatives b. Uses data from various sources to inform program planning to meet current and future needs, such as risk management information, trends in nursing education and workforce needs
1.1.6 Evaluates the learning environment to support the needs of learners	<ul style="list-style-type: none"> a. Evaluates the learning environment by using knowledge of evidence-based factors that support effective learning b. Uses formal and informal evaluation methods, such as quality improvement activities, informal feedback c. Promotes a supportive learning environment through the application of educational knowledge. Knowledge could include educator behaviour to support learning, and preparation and safety of the physical environment
1.1.7 Considers sustainability of the program	<ul style="list-style-type: none"> a. Considers sustainability aspects during program planning and implementation. Sustainability is considered in a broad context and applied where relevant, including aspects such as resources, equitable access, learning and teaching technologies

Australian Nursing Educator Professional Practice Standards

Standard 1.2 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S1.2 Plans effective teaching strategies that facilitate learning	Plans effective teaching strategies that facilitate learning, which includes developing appropriate learning outcomes, using a variety of teaching resources, and encouraging co-learning.
1.2.1 Designs appropriate and realistic learning outcomes for learners and programs	<ul style="list-style-type: none"> a. Aligns program content, delivery, and assessments with learning outcomes b. Identifies realistic and appropriate learning outcomes to achieve the program or learner's aims, accreditation or other regulatory requirements c. Develops learning outcomes that are specific, relevant, and measurable
1.2.2 Plans education programs/learning experiences based on adult learning principles	<ul style="list-style-type: none"> a. Identifies and incorporates adult learning principles in the planning of programs and activities, such as teaching strategies, mode of delivery, and assessments
1.2.3 Utilises a variety of teaching resources to support educational practice	<ul style="list-style-type: none"> a. Uses a variety of relevant and appropriate teaching resources and strategies to support and engage the learner. Resources could include simulation, mobile and web-based technologies and tools b. Assesses the relevance of each resource to best achieve the desired learning outcomes c. Provides a rationale for the use of the resources, for example, using research evidence
1.2.4 Recognises learning opportunities and constraints	<ul style="list-style-type: none"> a. Identifies learning opportunities, for example, using needs assessments, evaluation of the learning environment, and through opportunistic events b. Identifies constraints to implementing learning strategies or programs, such as workforce and resource constraints
1.2.5 Incorporates current and emerging information technology to enhance teaching and learning	<ul style="list-style-type: none"> a. Incorporates current and emerging technologies that best achieve the learning outcomes, given the organisational and program restraints b. Provides rationales for the use of the specific technology in achieving the learning outcomes c. Adapts to changing technological developments in education by being knowledgeable about current and emerging educational technologies and incorporating the technologies where appropriate
1.2.6 Provides opportunities for co-learning	<ul style="list-style-type: none"> a. Identifies co-learning as a collaborative group learning process, where the educator is part of the process b. Identifies opportunities and develops strategies for co-learning, such as organisation of the physical environment and selection of relevant assessment tasks c. Utilises interprofessional learning, where relevant, to promote co-learning amongst disciplines

Australian Nursing Educator Professional Practice Standards Standard 1.3 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S1.3 Implements facilitation strategies to support learners	Implements facilitation strategies to support learners, such as contributing to a positive learning environment, motivating learners, mentoring, and adapting flexibly to environmental challenges.
1.3.1 Contributes to supporting a positive learning environment	<ul style="list-style-type: none"> a. Provides a safe and welcoming learning environment through appropriate professional behaviours that promote learning, such as creating a non-judgemental environment b. Uses knowledge and evidence to create a positive, effective learning environment, such as knowledge of professional behaviours, feedback methods, and preparing the physical environment
1.3.2 Applies evidence-based teaching practice	<ul style="list-style-type: none"> a. Uses best available evidence to inform teaching, learning and assessment practices b. Uses learning and educational theories or models in the design and implementation of teaching and learning programs
1.3.3 Adapts to contextual environmental challenges in a flexible manner	<ul style="list-style-type: none"> a. Responds to challenges and changes in the educational environment, such as teaching resources, staff or technology changes, with timely and appropriate responses b. Shows flexibility and creativity when considering solutions to the challenges
1.3.4 Motivates learners and demonstrates enthusiasm for teaching	<ul style="list-style-type: none"> a. Demonstrates behaviours that motivate learners to engage in and seek learning opportunities. Example behaviours include enthusiasm, confidence, caring, integrity, and flexibility b. Engages in self-reflection and seeking feedback to improve behaviours to promote effective learning
1.3.5 Acts in capacity of mentor, coach, role model	<ul style="list-style-type: none"> a. Mentors or coaches learners and less experienced educators where appropriate b. Role models best educational practice for learners and peers, showing educational expertise and professional integrity

Australian Nursing Educator Professional Practice Standards

Standard 1.4 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S1.4 Evaluates learning experiences and programs in relation to learner needs and learning outcomes	Evaluation is an important aspect of educational practice. Evaluation of programs include teaching methods and resources. Evaluation of learners should be against learning outcomes and requires regular monitoring of performance / achievements.
1.4.1 Monitors progress of the learner in relation to planned learning outcomes	a. Monitors progress of learner, such as achievement of planned milestones, progress against short and long-term outcomes, documentation/feedback of performance, and assessment grades
1.4.2 Utilises briefing and debriefing strategies on a continuum throughout the learning experience	a. Utilises briefing and debriefing strategies throughout the learning experience/ program, for example at the beginning and end of a teaching session
1.4.3 Provides constructive and timely feedback to the learner	<ul style="list-style-type: none"> a. Ensures the environment is safe for the provision of learning feedback, such as non-judgemental attitude, and clear expectations of learners and educators are made explicit b. Provides feedback that is objective, constructive, and based on the learning outcomes c. Provides timely feedback, where the learner has time to act upon feedback to improve their performance d. Considers learner well-being in the delivery of feedback e. Where relevant, provides documented evidence of constructive feedback
1.4.4 Provides opportunities and support for reflective practice	<ul style="list-style-type: none"> a. Embeds reflective and reflexive practices in all aspects of teaching, learning and assessment b. Examples of reflective practice can include using it as a learning strategy or an assessment task, seeking peer feedback on own performance or review of programs
1.4.5 Facilitates engagement of learners in self-assessment of professional competencies	<ul style="list-style-type: none"> a. Provides opportunities for learners to review their performance against learning outcomes and professional competencies b. Facilitates engagement through a variety of strategies, such as assisting learners to understand the process of self-assessment, and providing opportunities for self-assessment
1.4.6 Evaluates educational programs in conjunction with stakeholders	a. Seeks evaluation feedback from stakeholders, such as students, program planners, health facility and industry representatives
1.4.7 Utilises valid and reliable measures for evaluation	<ul style="list-style-type: none"> a. Uses a variety of objective evaluation measures for programs, for example, student grades, number of incidents/ adverse events, feedback surveys b. Uses a variety of objective evaluation measures for learner performance/ achievements, for example, assessment tools (preferably evidence-based), educator and peer feedback

Core Standards and Standard Statements	Cues for the Standards' Statements
1.4.8 Uses program evaluation findings to ensure currency and applicability of programs according to learning and professional needs	<ul style="list-style-type: none"> a. Provides ongoing program evaluation, which is important for accreditation and quality improvement b. Involves stakeholders to ensure the programs are current to meet, for example, learner, industry, workforce and professional needs
1.4.9 Evaluates barriers that prevent translation of knowledge into practice and strategies to overcome them	<ul style="list-style-type: none"> a. Identifies and implements strategies to overcome barriers to knowledge translation. Knowledge translation is where knowledge is applied to practice b. Identifies barriers to knowledge translation, such as lack of resources, institutional support and learner knowledge c. Implements strategies to promote the translation of knowledge into practice, such as, providing learners with evidence for practice and collaborative strategies between universities and clinical learning environments

Australian Nursing Educator Professional Practice Standards

Standard 2.1 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S2.1 Demonstrates effective communication and interpersonal skills at an advanced level	Educators demonstrate effective communication through expert use of interpersonal skills and formal and informal communication methods, including technology-based methods.
2.1.1 Respects and values learners, staff and patients in all aspects of communication	<ul style="list-style-type: none"> a. Uses an ethical approach to interpersonal communication, including interacting respectfully with learners, peers, and others in a variety of situations b. Adapts communication method/style to provide effective communication for diverse learners and others, such as different language, culture, religion, gender, or education
2.1.2 Collaborates with and develops teams and partnerships with health professionals and associated organisations	<ul style="list-style-type: none"> a. Collaborates with relevant others to develop and implement educational programs, for example, liaising with content experts and clinical supervisors b. Collaborates and/or develops teams to support the implementation of educational programs, such as teaching teams
2.1.3 Uses formal and informal communication strategies to facilitate a trusting environment conducive to teaching and learning	<ul style="list-style-type: none"> a. Uses a variety of communication strategies to facilitate an environment of trust conducive to teaching and learning, such as effective and sensitive interpersonal communication skills and respectful constructive feedback b. Uses strategies in formal communication that encourage trust conducive to teaching and learning, such as respectful written communication, constructive and feed-forward feedback on performance, and anonymous student feedback surveys
2.1.4 Teaches and supports informatics and IT competencies related to educational practice	<ul style="list-style-type: none"> a. Demonstrates knowledge in nursing informatics (e.g., Telehealth, Telemedicine), and information technology (IT) b. Supports students in achieving competence in IT related to the educational program, for example, use of the learning management system and software for learning or assessments
2.1.5 Displays competence in use of technology for communication in all facets of their role as educators	<ul style="list-style-type: none"> a. Uses technology confidently and competently in all aspects of communication in educational practice, such as teaching resources. Technology may include the learning management system, assessments, and remote communication platforms
2.1.6 Demonstrates health literacy regarding their teaching and professional roles	<ul style="list-style-type: none"> a. Demonstrates knowledge and competence in health literacy, such as incorporating health literacy into educational programs, assisting learners to find relevant credible health information and complete relevant health documentation
2.1.7 Maintains currency of knowledge and use of information technology programs relevant to their role	<ul style="list-style-type: none"> a. Demonstrates currency of knowledge of information technology, for example, incorporates the use of current technologies into educational programs b. Uses the most recent information technology in educational practice (where feasible and relevant). This requires ongoing monitoring and evaluation of information technology in the program/s
2.1.8 Utilises e-learning strategies to deliver programs and support learning	<ul style="list-style-type: none"> a. Uses e-learning strategies to deliver programs and support learning (where relevant), such as online learning, and virtual or remote communication

Australian Nursing Educator Professional Practice Standards

Standard 3.1 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S3.1 Demonstrates knowledge and expertise in the context of teaching and learning	Educators demonstrate advanced nursing knowledge and expertise in teaching and learning, and engage in self-reflection, cultural safety, and follow professional conduct in all aspects of educational practice.
3.1.1 Engages in self-reflection and reflective practice in educational practice	<ul style="list-style-type: none"> a. Regularly engages in self-reflection on educational practice, such as teaching, program design, selection of resources, and facilitating learning b. Seeks and reflects on feedback regarding educational performance from others, such as learners and supervisors c. Identifies personal attributes, skills, attitudes and learning needs related to educational practice
3.1.2 Maintains a professional portfolio which demonstrates continuing professional development in teaching competence	<ul style="list-style-type: none"> a. Adds regularly to the professional portfolio with relevant evidence related to educational practice, such as changes to practice from reflection or feedback, attendance at in-service training or conferences b. Provides evidence of the use of current and emerging technologies in educational practice, such as incorporating technologies into teaching and learning activities or program design
3.1.3 Demonstrates cultural safety and humility in educational practice	<ul style="list-style-type: none"> a. Demonstrates cultural competence, safety and humility in educational practice, such as incorporating relevant aspects into programs, learner assessments, teaching and learning strategies, and utilising respectful communication practices
3.1.4 Embodies the Nursing Code of Conduct and Ethics in all aspect of educational practice	<ul style="list-style-type: none"> a. Conducts self in a professional manner and role models professional behaviours and attitudes that reflect the Nursing Code of Conduct and ethical guidelines in all aspects of educational practice b. Interacts with integrity, for example, with learners and others c. Includes professional behaviours and ethical aspects in the development, implementation and evaluation of educational programs and teaching sessions
3.1.5 Demonstrates knowledge and expertise in teaching and educational practice	<ul style="list-style-type: none"> a. Demonstrates knowledge and expertise in teaching and educational practice, for example, designing a relevant and appropriate educational program, incorporating knowledge of theories and evidence in educational practice, being an expert resource for teaching expertise and educational practice

Australian Nursing Educator Professional Practice Standards

Standard 3.2 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S3.2 Displays management and leadership skills in planning, managing and implementing change	A nursing educator displays management and leadership skills in educational practice, participates in the educational practice community, and is a role model for learners and others.
3.2.1 Participates actively in professional organisations	a. Participates in educational or professional organisations, such as attending meetings, membership of professional organisations, and providing feedback to organisations on educational issues
3.2.2 Is cognisant of current global trends in nursing education	a. Demonstrates knowledge of current global trends in nursing education, such as embedding current practices in teaching and program design, and use of current technologies and strategies to facilitate learning
3.2.3 Considers policies and procedures affecting educational practice in planning, managing and implementing change	<p>a. Incorporates policies and procedures affecting educational practice in change, such in the accreditation of programs, and take into account organisational requirements for planning and implementing programs</p> <p>b. Participates in planning, implementing, and managing change, such as being part of the change team, implementing changes in educational practice, revision of current programs</p>
3.2.4 Manages the organisation of learning experiences and program	<p>a. Manages the time, resources, and program coordination essential for effective learning experiences and programs</p> <p>b. Displays financial responsibility in the management of learning experiences and programs</p>
3.2.5 Selects and monitors resources required for learners and educational programs	<p>a. Selects appropriate and relevant resources for learners and programs, which requires knowledge of the resources appropriate to the learning task</p> <p>b. Monitors the resources using transparent processes, and includes regular review and feedback of the resources</p> <p>c. Advises on appropriate resources where required</p>
3.2.6 Is a role model to learners and provides mentoring where required	a. Role-models best educational practice, such as teaching skills, interprofessional communication, educational design and planning, for learners and others
3.2.7 Anticipates and prepares for a changing environment	<p>a. Demonstrates preparation for a changing environment (e.g program changes, changes to the physical environment) in proactive planning change, and incorporating a variety of learning strategies and resources in the program</p> <p>b. Anticipates for change by keeping current with global and local educational issues</p>

Australian Nursing Educator Professional Practice Standards

Standard 3.3 with Cues

Core Standards and Standard Statements	Cues for the Standards' Statements
S3.3 Demonstrates a commitment to research and scholarship	Demonstrates a commitment to research and scholarship, such as sharing knowledge and expertise, participating in research activities, and fostering critical enquiry in others.
3.3.1 Shares knowledge and expertise within the wider nursing/allied health community	<ul style="list-style-type: none"> a. Participates in the dissemination of quality project and research outcomes, such as conference presentations, or publications in quality journals b. Shares educational knowledge and expertise, such as participating in professional forums, or contributing to educational debates or reviews
3.3.2 Participates in research activities	<ul style="list-style-type: none"> a. Participates in research activities related to education, such as research proposals or grant applications, publications, and quality assurance reviews b. Participates in scholarly activities, such as conference attendance, post-graduate study, study groups c. Supports the implementation of research, such as liaising with research staff, implementation of evidence-based practice, evaluation of programs or quality improvement projects
3.3.3 Models commitment to ongoing learning	<ul style="list-style-type: none"> a. Role-models ongoing learning by engaging in professional development and continual quality improvement activities, and maintaining an educational portfolio b. Promotes professional education activities within and external to the relevant organisation c. Self-identifies own learning needs and demonstrates how these have been addressed d. Provides documented evidence of on-going commitment to learning, such as performance reviews and educational portfolios
3.3.4 Demonstrates the ability to use deductive and inductive reasoning	<ul style="list-style-type: none"> a. Engages in deductive and inductive reasoning through critical thinking applied to educational practice b. Demonstrates use of critical thinking processes, such as incorporating knowledge into educational programs, self-reflection activities
3.3.5 Fosters critical enquiry in self and others	<ul style="list-style-type: none"> a. Encourages and guides critical enquiry and learning in self and others, such as encourages questioning of current practice and challenging assumptions, contributing to educational debates, and promoting self-reflection of educational practice
3.3.6 Uses research to inform educational practice	<ul style="list-style-type: none"> a. Incorporates current evidence-based research into educational practice, such as in program design, teaching methods and resources

Australian Nursing Educator Professional Practice Standards

April 2024

Produced by the Australian Nurse Teachers' Society
<https://www.ants.org.au>

Cite this document:

Author: The Australian Nurse Teachers' Society. Suggested citation:
Taylor, C., Mitchell, C., Foley, B., Kaneko, H., Shaw, J., & The Australian Nurse Teacher's
Society. (2024). *Australian Nursing Educators Professional Practice Standards*,
<https://www.ants.org.au/>

License: [Australian Nursing Educator Professional Practice Standards](#) © 2024 by
Australian Nurse Teachers' Society is licensed under Creative Commons [Attribution
4.0 International](#)



Australian Nurse Teachers' Society
Working Together for the Future of Nursing Education