

## **AUSTRALIAN NURSE TEACHER PROFESSIONAL PRACTICE STANDARDS**

### **DOMAIN 1 TEACHING AND LEARNING:**

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.

#### **C1.1 Plans quality learning experiences and programmes 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 programmes
- 1.1.6 evaluates learning environment to support needs of the learner

#### **C1-2 Plans effective teaching strategies which facilitate learning**

- 1.2.1 designs appropriate and realistic learning outcomes
- 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 workplace opportunities and constraints
- 1.2.5 incorporates emerging information technology to enhance learning
- 1.2.6 provides opportunities for co-learning

#### **C1-3 Implements facilitation strategies to support learners**

- 1.3.1 contributes to supporting a positive learning environment
- 1.3.2 teaches content which reflects current practice
- 1.3.3 applies evidence-based teaching practice
- 1.3.4 adapts to contextual environmental challenges in a flexible manner
- 1.3.5 motivates learners and demonstrates enthusiasm for teaching
- 1.3.6 acts in capacity of mentor, coach, role model
- 1.3.7 supervises nursing practice effectively within a clinical context
- 1.3.8 fosters critical thinking, reflective practice and problem-solving

#### **C1-4 Evaluates learning experiences and programmes in relation to learner needs and nursing 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 programmes in conjunction with stakeholders
- 1.4.7 utilises valid and reliable measures for evaluation
- 1.4.8 uses programme evaluation findings to ensure currency and applicability of programmes according to professional needs

## **DOMAIN 2 COMMUNICATION:**

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

### **C2-1 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 develops teams and partnerships with health professionals and associated organisations
- 2.1.3 fosters team relationships with health professionals within the organisational unit of practice
- 2.1.4 uses formal and informal communication strategies to facilitate a trusting environment conducive to learning
- 2.1.5 teaches and supervises informatics competencies related to their area of practice
- 2.1.6 displays competence in use of technology for communication in all facets of their role as educators
- 2.1.7 demonstrates health literacy in regards to their teaching and professional roles
- 2.1.8 maintains currency of knowledge and usage of information technology programmes relevant to their role
- 2.1.9 utilises e-learning strategies to deliver programmes and support learning

## **DOMAIN 3 PROFESSIONAL PRACTICE:**

Educators are required to demonstrate advanced professional practice competencies dependent on their context of educational practice.

### **C3-1 Demonstrates advanced nursing knowledge and expertise in the context of teaching**

- 3.1.1 engages in self-reflection and reflective practice in nursing and education practice
- 3.1.2 maintains a professional portfolio which demonstrates nursing and teaching competence in the area of practice
- 3.1.3 identifies and engages in professional development activities as required for education and nursing competence
- 3.1.4 fosters critical inquiry in self and others to develop, maintain and promote the discipline of nursing
- 3.1.5 demonstrates cultural competence in both educational and nursing practice
- 3.1.6 embodies the Nursing Code of Conduct and Ethics in all aspect of education and practice

### **C3-2 Displays management and leadership skills in shaping and implementing change**

- 3.2.1 participates actively in professional organisations
- 3.2.2 is cognisant of global trends in nursing education
- 3.2.3 acts as a change agent in response to policies and procedures affecting nursing and educational practice.
- 3.2.4 manages the organisation of learning experiences and programmes
- 3.2.5 monitors resources required for educational programmes
- 3.2.6 provides mentoring for clinical supervision where required

### **C3-3 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 on-going learning
- 3.3.4 demonstrates the ability to use deductive and inductive reasoning