



**AUSTRALIAN NURSE TEACHERS SOCIETY INC.
NURSE TEACHER COMPETENCY STANDARDS**

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DEFINITION OF A NURSE TEACHER

A nurse teacher is an experienced registered nurse who holds, or is undertaking a professionally recognised teacher education credential, and who integrates research based nursing, management skills, educational knowledge and expertise to achieve learning outcomes that meet the needs of learners and other stakeholders in the educational enterprise.

A NURSE TEACHER:

COMPETENCY 1

Uses effective strategies that reflect a contemporary philosophy of nursing to integrate education outcomes with health needs of the society

ELEMENT

1.1 Demonstrates a knowledge of Australian society, its diversity of cultures, values and beliefs

PERFORMANCE CRITERIA

- a) Involvement with community interest groups regarding health and education
- b) Acts to support health care in a multicultural society
- c) Encourages the expression and exchange of multicultural views

ELEMENT

1.2 Demonstrates knowledge of the health needs of society

PERFORMANCE CRITERIA

- a) Recognises the health and education needs of special groups
- b) Demonstrates application of State and National strategies that have implications for health and education

c) Fosters intersectoral collaboration

ELEMENT

1.3 Integrates nursing philosophy into educational strategies that best meet the health needs of society

PERFORMANCE CRITERIA

- a) Uses a nursing framework in planning courses and programs
- b) Acts as a role model in assisting learners to meet client's health outcomes
- c) Reflects mission statement in educational documentation

ELEMENT

1.4 Anticipates future social and professional trends in order to initiate and manage educational change

PERFORMANCE CRITERIA

- a) Assesses trends using multiple data sources
- b) Writes submissions based on previously gathered research data
- c) Develops and/or modifies educational strategies to incorporate identified trends and entrepreneurial opportunities

ELEMENT

1.5 Contributes to decision and policy making mechanisms in aligning organisational goals with developments in education and technology

PERFORMANCE CRITERIA

- a) Works within the organisation's mission, strategic plan and performance criteria
- b) Participates in organisation's committee structure
- c) Promotes education as an integral component of all organisational goals
- d) Promotes healthy life styles through health promotion programs

COMPETENCY 2

Develops and maintains professional inquiry, relationships and environments that affirm nursing professionalism

ELEMENT

2.1 Advances professional knowledge through self-development, reflective practice, research and collaboration with professional colleagues

PERFORMANCE CRITERIA

- a) Uses and undertakes research to enhance professional development of self and others
- b) Contributes to theory development in the nursing paradigm
- c) Establishes interactive and professional relationships

ELEMENT

- 2.2 Is cognisant of current professional thought through involvement with professional and industrial organisations

PERFORMANCE CRITERIA

- a) Anticipates, interprets and responds to policy documents that have implications for health and education
- b) Participates actively in professional organisations
- c) Subscribes and/or contributes to professionally relevant journals

ELEMENT

- 2.3 Contributes to the promotion of nursing and nurse education interests in political arenas

PERFORMANCE CRITERIA

- a) Supports professional political action
- b) Develops political strategies
- c) Lobbies decision makers
- d) Forms coalitions to enhance and exert influence
- e) Participates in government initiatives and/or working parties

ELEMENT

- 2.4 Embodies the Codes of Conduct and Ethics endorsed by the nursing profession

PERFORMANCE CRITERIA

- a) Demonstrates professional standards in the ethical conduct of teaching practice
- b) Provides / identifies professional role models to assist learner socialisation
- c) Demonstrates responsible professional attributes, appropriate for the intellectual and social development of colleagues

- d) Promotes and participates in the development and review of standards / codes relevant to the discipline of nursing

COMPETENCY 3

Integrates professional nursing and educational knowledge and expertise to achieve learning outcomes

ELEMENT

- 3.1 Plans health programs that consider the social, political and economic environment of all stakeholders in the context within which education occurs

PERFORMANCE CRITERIA

- a) Identifies stakeholders
- b) Constructs and conducts comprehensive needs analyses using appropriate research methodologies
- c) Works within a framework that incorporates strategies for efficient management of time and resources
- d) Monitors and reviews nursing programs to ensure congruence with organisational goals
- e) Works within the quality management framework of the organisation
- f) Develops and uses quality management strategies

ELEMENT

- 3.2 Uses leadership skills to ensure the provision of quality educational programs that support current nursing, education, practice and research

PERFORMANCE CRITERIA

- a) Assesses and selects effective and innovative leadership/teaching styles
- b) Develops and/or participates in systems for:
 - management review
 - peer review
 - program review
- c) Responds to feedback by modifying leadership styles appropriately
- d) Fosters personal and professional development in others
- e) Enhances team building

COMPETENCY 4

Facilitates the curriculum development process to meet the educational goals of all stakeholders

ELEMENT

- 4.1 Contributes to the development of curriculum, incorporating professional standards, attitudes and values that reflect contemporary nursing practice

PERFORMANCE CRITERIA

- a) Applies appropriate educational and nursing theory to curriculum frameworks
- b) Incorporates standards governing nursing practice
- c) Develops or modifies an evaluative model that reflects curriculum philosophy, process and outcome

ELEMENT

- 4.2 Fosters collaborative practice in the curriculum development process

PERFORMANCE CRITERIA

- a) Demonstrates effective leadership skills during the process of curriculum development
- b) Collaborates with nursing experts, other health service groups and providers regarding curriculum content
- c) Uses professional network and liaison strategies to ensure a viable curriculum outcome
- d) Develops curriculum documentation to reflect professional accreditation criteria

ELEMENT

- 4.3 Ensures that learner centred principles are incorporated in curriculum development

PERFORMANCE CRITERIA

- a) Acknowledges that learners are adults
- b) Incorporates strategies to foster learner centered teaching and learning
- c) Instigates strategies that allow flexibility in program development
- d) Incorporates principles of EEO and anti-discrimination

ELEMENT

- 4.4 Establishes monitoring and review practices within the curriculum process to ensure successful outcomes

PERFORMANCE CRITERIA

- a) Monitors resource utilization
- b) Keeps to time lines
- c) Provides opportunities for reflection and collaboration with peers and learners
- d) Conducts ongoing and regular review of curriculum processes

COMPETENCY 5

Implements curriculum effectively, being cognisant of program intent, workplace reality and physical and financial resources

ELEMENT

- 5.1 Uses a variety of educational and learning experiences to achieve curriculum intent

PERFORMANCE CRITERIA

- a) Fosters learning and facilitates human relationships. (For example: needs analysis, recognition of prior learning, prior experience and learner centred learning.)
- b) Uses teaching strategies that reflect contemporary educational theory and practice

ELEMENT

- 5.2 Plans and conducts the educational experience in an environment that encourages learning

PERFORMANCE CRITERIA

- a) Prioritises resources within constraints
- b) Encourages learner inquiries and input
- c) Seeks and facilitates learner participation in curriculum implementation
- d) Sensitively incorporates humour in learning processes
- e) Networks with key personnel

ELEMENT

- 5.3 Manages and maintains teaching resources

PERFORMANCE CRITERIA

- a) Uses internal and external resources appropriately
- b) Develops expertise in using educational technology
- c) Complies with all relevant statutes and regulations
- d) Selects appropriate learner resources
- e) Safeguards the rights of patients and others used to enhance teaching strategies

ELEMENT

5.4 Recognises workplace opportunities and constraints when implementing programs

PERFORMANCE CRITERIA

- a) Transforms transient clinical events into educationally sound experiences
- b) Adapts programs appropriate to workplace and learner needs
- c) Schedules programs to optimise economies of scale
- d) Liaises with workplace personnel to facilitate program implementation
- e) Practices the principles inherent in occupational health and safety guidelines

COMPETENCY 6

Teaches the discipline of nursing to maximise outcomes for learners

ELEMENT

6.1 Demonstrates expert nursing knowledge and practice as a basis for effective teaching

PERFORMANCE CRITERIA

- a) Uses education theory relating to learning and human behaviour
- b) Demonstrates expert and current knowledge in the given subject
- c) Clarifies nursing knowledge with the learner prior to procedure
- d) Maintains credibility with learners through current information, skills, values and attitudes
- e) Gives constructive feedback on learner performance
- f) Encourages professional inquiry

- g) Provides and promotes effective nursing roles for all levels of health care and health education
- h) Engages in and promotes reflective practice

ELEMENT

6.2 Plans and implements effective teaching/learning sessions

PERFORMANCE CRITERIA

- a) Employs appropriate educational theory as a framework for teaching
- b) Ensures that the strategies and resources chosen support the aims and objectives or goals of the topic
- c) Provides relevant course information to learners
- d) Applies educational strategies or methods that facilitate learning (That is, macro teaching strategies)
- e) Demonstrates accuracy and currency of skills, displaying appropriate attitudes and values
- f) Demonstrates variability in teaching strategies appropriate to the context of learning (That is, micro teaching strategies)
- g) Engenders confidence and trust through role modelling
- h) Structures the teaching/learning environment to allow for transfer of theoretical knowledge and skill to the practical situation
- i) Adapts teaching strategies to provide relevant and situational learning
- j) Fosters learner's positive self-esteem
- k) Provides opportunities for a supportive relationship with learners

ELEMENT

6.3 Fosters independence in learner approaches to learning, growth, development and change

PERFORMANCE CRITERIA

- a) Motivates learners through own enthusiasm and communication skills
- b) Ensures own accessibility and support to learners
- c) Incorporates principles of adult learning

ELEMENT

6.4 Monitors progress and provides feedback and counselling to learners regarding educational achievements/needs

PERFORMANCE CRITERIA

- a) Facilitates effective briefing and debriefing of learners on educational encounters
- b) Establishes and maintains effective liaison and feedback between learners, teachers and the clinical service
- c) Responds appropriately to learner behaviour
- d) Counsels learner and/or refers learner to appropriate personnel

ELEMENT

- 6.5 Evaluates learning outcomes and processes in line with the educational philosophy and curriculum intent

PERFORMANCE CRITERIA

- a) Adopts evaluation instruments and procedures that meet the key principles of assessment
- b) Develops and uses a variety of assessment strategies to evaluate learner progress and satisfaction with educational offering
- c) Collates, interprets, documents and reports findings to learners, teachers and other stakeholders
- d) Uses results of learner data to determine the ongoing needs of individual learners
- e) Displays ethical intent and honesty in the assessment process

COMPETENCY 7

Demonstrates effective communication and interpersonal skills in every aspect of the education process

ELEMENT

- 7.1 Uses formal written communication skills to produce effective documentation and feedback to learners and others

PERFORMANCE CRITERIA

- a) Writes timely, relevant and effective reports and submissions
- b) Develops effective teaching resources
- c) Develops ability in the use of information technology in education and research contexts

ELEMENT

- 7.2 Uses effective communication skills to achieve learner outcomes

PERFORMANCE CRITERIA

- a) Demonstrates therapeutic communication skills in working with patients and learners in clinical teaching
- b) Instigates conflict resolution as necessary
- c) Develops public speaking and active listening skills

COMPETENCY 8

Ensures currency and applicability of programs, based on educational evaluation

ELEMENT

- 8.1 Uses appropriate methods to evaluate the educational process

PERFORMANCE CRITERIA

- a) Demonstrates knowledge of current educational evaluation theory
- b) Uses a multi-dimensional and collaborative focus for evaluation
- c) Constructs tests and uses appropriate evaluation tools and methods
- d) Displays ethical intent and honesty in evaluation process
- e) Evaluates educational programs in relation to:-
 - community and stakeholder expectations
 - accreditation criteria
 - accredited curriculum
 - current and accepted nursing and education knowledge and research
- f) Conducts ongoing review of education programs in relation to:
 - peer review
 - learner perception
 - employer perception
 - teacher perception
 - customer experience
 - organisational requirements

ELEMENT

- 8.2 Uses course evaluation findings to provide feedback to stakeholders and influence further nurse education directions to more effectively meet the health needs of society

PERFORMANCE CRITERIA

- a) Demonstrates awareness of changing health needs of society
- b) Demonstrates awareness of changing education and industrial policy

- c) Participates in writing submissions to relevant bodies regarding social, health and education needs
- d) Participates on special interest/government committees
- e) Writes evaluation reports and disseminates findings to relevant health and education bodies
- f) Ensures ongoing evaluation of the relationship between program goals and community needs, changes in technology etc.

ELEMENT

8.3 Demonstrates ability to act as a change agent

PERFORMANCE CRITERIA

- a) Acts on results of research and evaluation
- b) Participates in planning and implementation of desired changes
- c) Communicates change intent to teaching / academic personnel
- d) Uses collaborative strategies to incorporate change into future planning of educational programs
- e) Demonstrates efficient achievement of outcomes

COMPETENCY 9

Manages efficient use of resources in the implementation and conduct of health education programs

ELEMENT

9.1 Uses effective human resource management to achieve program outcomes

PERFORMANCE CRITERIA

- a) Plans, organises and directs workplace and personnel resources
- b) Uses appropriately, the skills and knowledge of available staff
- c) Selects teachers with appropriate nursing / education credentials and experience
- d) Monitors the efficiency of personnel
- e) Promotes a work environment that encourages optimum development of staff

ELEMENT

9.2 Uses management skills to plan, allocate and monitor financial resources

PERFORMANCE CRITERIA

- a) Works within assigned budget
- b) Undertakes cost-benefit analyses as appropriate

ELEMENT

9.3 Uses environmental resources appropriately to facilitate educational outcomes

PERFORMANCE CRITERIA

- a) Ensures physical resources are well maintained and available
- b) Promotes a work environment which encourages maximum use of all educational resources
- c) Prioritises nurse education options according to available resources
- d) Establishes critical paths and time lines for nursing education projects

COMPETENCY 10

Fosters critical inquiry which seeks opportunities to develop, maintain, affirm and promote the discipline of nursing in order to meet the health needs of society

ELEMENT

10.1 Incorporates nursing and education research results into nursing and teaching practice

PERFORMANCE CRITERIA

- a) Uses established nursing knowledge as a basis for nursing and teaching practice
- b) Reviews current nursing and education literature and incorporates as appropriate, changes into nurse teaching practice
- c) Seeks additional resources to initiate nursing research as appropriate
- d) Promotes research consumerism as a cultural ethos in nursing
- e) Fosters the development of new nursing knowledge through relevant research
- f) Contributes to literature on professional nursing and educational issues

ELEMENT

10.2 Promotes reflective practice to initiate and manage change to improve teaching, nursing and health outcomes

PERFORMANCE CRITERIA

- a) Incorporates evaluative findings to improve own performance
- b) Evaluates own practice and engages in peer review
- c) Encourages evaluation of performance from reflective practice
- d) Uses reflection on practice as a teaching/learning strategy
- e) Initiates change based on reflection of clinical and educational / academic practice

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