

## STANDARDS OF PEDAGOGICAL ACTIVITY OF ALL TEACHERS

CRITERIA	FORMS OF EVIDENCE	MEASURABLE INDICATORS
<b>LEVEL 1: EFFECTIVE TEACHER</b>		
<b>STUDENT-CENTRED LEARNING (SCL)</b>		
<p><b>(a) He/she knows his/her students and reflects this knowledge in his/her teaching.</b></p> <p>a1) Adapts the methods and content of education to students: their talents, level of knowledge, skills and experience, interests and aspirations.</p> <p>a2) It takes into account the specific needs of male and female students, such as social situation, health and other disadvantages, reconciliation of studies with family life, work or other activities related to studies.</p> <p>a3) Respects and values different forms of diversity in the student body.</p> <p>a4) Creates and makes available to them materials and assignments that they can use outside of contact teaching. a5) Can articulate expected learning outcomes in a way that is relevant, unambiguous, appropriate, feasible and expressed in terms of student performance.</p>	<p>Document your own teaching philosophy</p> <p>Student survey or own feedback collection</p> <p>Type and number of materials and assignments</p> <p>Course syllabus and plan of educational activities</p>	<p>Consistency of teaching philosophy with SCL principles</p> <p>Use of SCL pedagogical methods, relevance and timeliness of assigned literature, sophistication and quality of materials and assignments</p>
<p><b>b) It encourages active participation of male and female students in the classroom.</b></p> <p>b1) Uses active learning methods such as dialogic teaching, simulation and role-representation, project-based learning or problem-based learning.</p> <p>b2) Incorporates activities and methods into instruction that require students to use higher level cognitive functions/processes than memorization.</p> <p>b3) Motivates students to be active/active in class and achieve intended learning outcomes.</p> <p>b4) It applies the principle of constructive linking of intended outcomes, learning activities and assessment.</p> <p>b5) It creates an environment of trust, honesty and open collaboration where students learn effectively and where all can improve.</p> <p>b6) Supports the education of male and female students during office hours and out-of-contact teaching.</p>	<p>Recording (video documentation) of your own teaching</p> <p>Course syllabus and plan of educational activities</p> <p>Examples of students' work</p> <p>Students' and students' results</p> <p>Student survey or self-collection of feedback</p>	<p>Achieving outstanding learning outcomes, especially in a large group of male and female students</p> <p>Better learning outcomes compared to other groups, e.g. in previous years/in the same subject.</p> <p>Achievements of male and female students at local and international level</p>

<p><b>c) Involves students in the planning, implementation and evaluation of learning outcomes.</b></p> <p>c1) Involves them in the development of the curriculum, for example by allowing them to choose the topics to be covered, the problems or assignments to be developed.</p> <p>c2) Encourages peer interaction through peer learning. c3) Uses self-assessment and/or peer assessment.</p> <p>c4) Treats male and female students as partners in education.</p>	<p>Written statements (peer review) of students, female students, graduates and graduates, other teachers and senior staff</p> <p>Course syllabus and plan of educational activities</p> <p>Examples of feedback given to male and female students</p>	<p>Highlighting the teacher's approach, methods and learning outcomes</p> <p>Relevant, individual feedback summarising strengths and areas for further improvement</p>
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<p><b>d) Uses assessment as a tool to effectively achieve learning outcomes.</b></p> <p>d1) Uses a variety of ways of testing knowledge, skills and attitudes.</p> <p>d2) Evaluates students according to predetermined and published criteria.</p> <p>d3) Creates activities and assignments (tasks) to prepare students for assessment. d4) Assesses learning outcomes on an ongoing basis.</p> <p>d5) The final grade is assigned on the basis of an assessment of multiple learning outcomes.</p> <p>d6) Provides individual feedback to male and female students.</p>		
<p><b>SELF-ASSESSMENT (REFLECTION) OF THE ACTIVITIES OF ALL TEACHERS</b></p> <p>e1) Reflects on the level of his/her teaching competencies based on the learning outcomes and observations of male and female students during instruction.</p> <p>e2) Ensures that the content of education is up-to-date with current knowledge, practice and trends.</p> <p>e3) Reflects knowledge from other disciplines, collaborates with teachers from other disciplines and guides students towards interdisciplinarity.</p> <p>e4) Evaluates feedback from students and learners and improves teaching on this basis. e5) Participates in the teaching of others to gain inspiration for own teaching. e6) Reflects on feedback from others on own teaching. e7) Reflects on feedback from others on own teaching.</p> <p>e7) Engages in discussions where teachers reflect on teaching and their teaching competencies.</p>	<p>Teacher's diary</p> <p>Teaching observation sheet</p> <p>Course syllabus and learning plan</p> <p>Reflective essay on the use of feedback</p> <p>Written reflection after teaching observation</p> <p>Materials documenting the discussions on teaching and their impacts</p>	<p>Learning outcome orientation</p> <p>Type and number of interdisciplinary elements in teaching</p> <p>Ability to identify teaching strengths and areas for further improvement based on feedback</p> <p>Present aspects of SCL</p>
<p><b>BASIC AND CONTINUING EDUCATION FOR ALL TEACHERS</b></p> <p>f1) Completed basic pedagogical training.</p> <p>f2) It implements activities aimed at developing its own teaching competences.</p> <p>f3) It participates in international teacher mobility.</p>	<p>Certificate from formal education</p> <p>Documentation from non-formal education and informal learning</p> <p>Continuing Professional Development Plan for Teaching Competences</p> <p>Teacher mobility records</p>	<p>A clear vision for the further development of pedagogical competences and evidence of its fulfilment so that the teacher's pedagogical growth is likely</p>

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<b>LEVEL 2: COLLEGIATE TEACHER - EXPERT/ COLLEGIATE TEACHER - EXPERT</b> <b>Demonstrates the application of level 1 standards in their practice +</b>		
<p><b>STUDENT-CENTRED LEARNING (SCL)</b></p> <p>a1) Apply the latest research findings in the relevant discipline to teaching. a2) Connects theoretical knowledge to current practice in the discipline in the classroom. a3) Has authored a reputable textbook/scripts in his/her discipline.</p> <p>a4) Internationalizes teaching by, for example, involving teachers from abroad, joint activities with foreign students, students and teachers.</p> <p>a5) Innovates its own pedagogical activities by strengthening the principles of SCL. a6) Initiates and improves collaboration between teachers.</p> <p>a7) Participates in activities designed to implement and evaluate the principles of student-centered learning at the institution.</p> <p>a8) Initiates and participates in international projects promoting SCL and the quality of teaching.</p>	<p>Course syllabus and plan of educational activities</p> <p>Evidence of publisher and use of textbooks, reviews</p> <p>Materials on internationalisation and its results</p> <p>Materials demonstrating the role in the study programme, cooperation, involvement in educational activities and projects</p> <p>Documentation of membership of working groups</p> <p>Third party awards</p> <p>Teaching observation sheet</p> <p>Mention of the teacher's role in the institution's annual report</p> <p>Self-assessment essay</p> <p>Presentations at pedagogical conferences and events</p> <p>Evidence of mentoring by other HE teachers</p> <p>Materials documenting discussions on teaching</p> <p>Documentation of innovation of own pedagogical activities</p> <p>Documentation of participation in continuing teacher education</p>	<p>Responsibility for the study programme</p> <p>Impact on the results of others</p> <p>Appreciation of the teacher's role in the development of teaching</p> <p>Type and number of training activities and projects</p> <p>Feedback from inpatients</p> <p>Number and topics of presentations</p> <p>Number and outputs of leads, appreciative feedback from leads</p> <p>Described changes to teaching as a result of discussions and participation in continuing education</p>
<p><b>SELF-ASSESSMENT (REFLECTION) OF THE ACTIVITIES OF ALL TEACHERS</b></p> <p>b1) Provides feedback to other teachers on their teaching process.</p> <p>b2) Initiates and actively participates in discussions focused on self-evaluation of teaching. b3) Leads other HE teachers as a coach or mentor.</p> <p>b4) It shares its examples of good practice and pedagogical innovations.</p>		
<p><b>BASIC AND CONTINUING EDUCATION FOR ALL TEACHERS</b></p> <p>c1) Systematically improves its own pedagogical activity.</p> <p>c2) It further educates itself in the area of innovating its own learning.</p>		
<p><b>EXCEPTIONAL COMPETENCES</b></p> <p>d1) Designed by the teacher or teacher's own specificity, for example, effective involvement of practitioners in education, teaching of first-generation students, international students, distance and online learning.</p>		

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<b>Level 3A: INSTITUTIONAL LEADER/INSTRUCTIONAL LEADER IN EDUCATION</b> <b>Demonstrates the application of level 2 standards in their practice +</b>		
<p><b>STUDENT-CENTRED LEARNING (SCL)</b></p> <p>a1) Initiates, develops, implements and evaluates changes in the quality assurance of education that lead to improved student learning outcomes.</p> <p>a2) Actively enters into the process of development of pedagogical competences of other HE teachers. a3) Participates in the development of internal regulations related to systematic quality improvement Education.</p> <p>a4) Initiates and participates in the implementation of international teaching mobility for other HE teachers.</p>	<p>Materials related to development projects in the field of higher education</p> <p>Evidence of lecturing, mentoring and evaluation activities in the field of pedagogical competence development of HE teachers</p> <p>Annual and other reports of the institution and third parties</p> <p>Documentation for the evaluation of others and the organisation of pedagogical events</p> <p>Activity guides and brochures</p> <p>University textbook reviews</p> <p>Invited lectures at pedagogical conferences</p> <p>Teaching methodologies</p> <p>Evidence of participation in working groups related to the development of HE pedagogy, leadership of projects and development programmes</p> <p>pedagogical competences of HE teachers, including international mobility</p> <p>Published reports on the development of pedagogical competences of HE teachers</p> <p>Teaching Innovation Grants</p>	<p>Type of projects and alignment with the institution's long-term goal, accrediting agency standards, and international trends</p> <p>Type of programmes, feedback from collaborators, participants</p> <p>Appreciation of the teacher's role in the development of teaching</p> <p>Role in the preparation of domestic and international events</p> <p>Type and number of activities and their consistency with the long-term objective of the institution and international trends</p> <p>Highlighting the quality of textbooks/scripts and use in more HEIs</p> <p>Type and number of invited lectures</p> <p>Type, number and use of methodologies Documented results of action Total amount and results of grants</p>
<p><b>BASIC AND CONTINUING EDUCATION FOR ALL TEACHERS</b></p> <p>c1) Initiates, prepares, implements and evaluates activities that develop the pedagogical competencies of male and female HE teachers.</p>		
<p><b>EXCEPTIONAL COMPETENCES</b></p> <p>d1) Suggested by the teacher as a specificity of his or her own, e.g. working internationally.</p>		

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<b>Level 3B: SCIENTIFIC TEACHER</b>		
<b>SELF-ASSESSMENT (REFLECTION) OF THE ACTIVITIES OF ALL TEACHERS</b> a1) It publishes its innovative approaches to teaching nationally and internationally. a2) Promotes the sharing of HE teachers' self-evaluation approaches nationally and international context.	Documentation of research and innovation of own pedagogical activities (action research, SOTL studies) Papers at conferences, invited lectures, studies in books and magazines, discussion posts, blogs, books Special issues/journal supplements Teaching Research Grants	Type and number of publications Local and international importance of conferences, reputation of publishers, impact factor of journals Number of papers Responses to publications Number of citations Total amount of grants
<b>BASIC AND CONTINUING EDUCATION FOR ALL TEACHERS</b> b1) Further education in the area of self-inquiry.		

