Research on teaching characterises good teachers in a number of ways. Good teachers:

**GUIDELINE 1**
Create effective student learning experiences that lead to relevant student learning outcomes. Good teachers are enthusiastic about their subject and explain material clearly. They inspire and motivate their students and contribute to the development of students’ critical thinking skills, problem-solving skills and scholarly values.

**GUIDELINE 2**
Set assessment tasks that are authentic for the discipline or profession and foster independent learning and inquiry. Good teachers engage students in a dialogue about assessment standards, coordinate the timing of assessment tasks to avoid overload, and stage tasks so that each task builds on the previous one. They provide timely and useful feedback on students’ performance (see Teaching Insight 4: Giving feedback).

**GUIDELINE 3**
Encourage students to adopt research-like ways of learning, and engage students as active, questioning participants who use the inquiry and research processes of their discipline to learn. Good teachers incorporate primary sources, recent research discoveries and new knowledge in their teaching. They develop curricula and resources that reflect a command of the field, provide support to those involved in the development of curricula and resources, and/or contribute professional expertise to enhance curriculum or resources.

**GUIDELINE 4**
Build on their students’ learning needs and approaches. Good teachers find out about the ways their students are learning and the ways they are relating to their subject, and adjust their teaching. Good teachers are approachable and provide empathic and effective guidance to students; where possible assisting students from equity and other demographic subgroups to participate and achieve success in their courses.

**GUIDELINE 5**
Use evidence to critically review and develop their teaching. Good teachers use insights from others’ teaching (e.g., gained through peer observation, see Teaching Insight 5: Peer observation of teaching), scholarship and research to enhance their own teaching. They investigate teaching/learning in their context and disseminate the findings for the benefit of others.

**GUIDELINE 6**
Participate in and contribute to professional activities related to learning and teaching, and engage in coordination, management and leadership of courses and student learning. Good teachers enhance teaching beyond their own teaching in their context, discipline or profession, and seek opportunities to engage in mentoring junior staff.

*Teaching Insights* should be read in conjunction with Academic Board Policies: http://sydney.edu.au/policies/