

Domain	Content	Communication	Teaching/coaching skills	Collaborative team member	Leadership	Openness to Learning	Advocate	Professionalism
	knowledge	skill	skill	Personal quality	skill	mindset	mindset	Personal quality
Excellent (7.5-10) Candidate could be expected to participate as a full faculty member with no additional support Independent	Excellent knowledge base, can elaborate on difficult areas when appropriate.	Confident and coherent speaker with excellent presentation skills. Seeks and is receptive to information from others	Flexible teaching skills – ability to adapt to the diversity of learner needs: gives appropriate explanations and checks understanding Approachable, patient and respectful	Shows sensitivity to group members supports and encourages others – an excellent team player.	Diligence with time keeping and insight into logistical course considerations. Excellent leadership skills.	curious , frequently asking ‘why’ questions. Demonstrates active listening by paraphrasing to confirm shared understanding. Admits to not knowing or being able to do certain things. Engages with new skills and thinking by persisting with new tasks or concepts . Acknowledges and acts on feedback	Promotes APLS approach and able to see strengths and weaknesses of course.	Brings perspective from craft group and able to promote interdisciplinary approach. Has credibility as a teacher in acute care paediatrics.
Good (5-7.5) Candidate could be expected to participate as a full faculty member with minimal additional support	Solid knowledge base; Able to elaborate on most areas	Clear and confident speaker; Good presentation skills. Listens to others	Listens to feedback; some flexibility in teaching styles. Positive intention to support learners with different needs.	Able to collaborate with group members	Shows awareness of time keeping; Keeps conversation focused and relevant	Acknowledges there are other points of view/opinions. Requires additional support to adapt to new teaching formats/content	Is able to advocate for APLS and with support can determine strengths and weaknesses	Brings some personal perspective from craft group; Needs some support in elaborating in areas of acute care paediatrics
Satisfactory (3-5) Candidate could be expected to participate as a full faculty member with some additional support required	Satisfactory knowledge base; Needs support in some areas, May need more time	Average presentation skills / not clear at times; Needs some work with presentation style. Prompted to enquire about others views.	Very structured teaching style; Needs support to provide explanations appropriate for learners	Needs encouragement to collaborate; Needs to allow time for team members to process information	Needs reminders re time keeping; Needs direction and support regroup discussions	Limited self-awareness of how behaviour impacts on others /ethos of the course. Can be dismissive of concepts which differ from their own understanding	Beginning level advocacy for APLS; Needs encouragement to see strengths and weaknesses	Not confident with using personal knowledge and perspective; Needs support in most areas of acute care paediatrics
Unsatisfactory (1-3) Candidate is unlikely to participate as a full faculty member due to the level of additional support required	Inadequate clinical paediatric expertise. Frequently unable to answer content questions.	Nervous presenter. Lacks confidence, clarity and /or cohesion. Comments reflect limited insight into understanding of others	Unable to explain basic issues. Lacks flexibility. Unable to adapt and respond to the learning needs of others.	Insensitive to others. Functions without consideration of group. Interrupts and provides negative feedback.	No insight into course objectives, disregards time and logistic constraints. Unable to facilitate learning within time constraints	Shows little curiosity, rarely asks questions. Poor at listening, seldom checks understanding. Avoids opportunities for mentoring/coaching type conversations. Demonstrates rejection of feedback when it is provided	Undermines APLS teaching and promotes alternative or individual opinions.	Professional background lacks direct involvement in education or practice of acute paediatric care

Note: Scoring is to assist with calibration of reference scores.