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The Future is Connection:

Collaboration, Creativity and Compassion in a Digital Society

Be inspired: Connecting educators with authentic teaching practice through Teach HQ

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Learning and teaching guidance is most effective when it translates principles into practice by showing how educators make design decisions, how students experience those choices, and how others might adapt the approach in their own contexts. This matters in digital learning environments, where educators often need timely, trustworthy and context-sensitive support rather than generic advice. Research on situated learning and communities suggests that professional knowledge develops through participation in shared practice and access to the experiences of more knowledgeable peers (Lave & Wenger, 1991; Wenger, 1998). Similarly, research on professional learning argues that improvement depends not only on exposure to ideas, but also on support for enactment within educators' own systems of practice (Kennedy, 2016). Reflection and transfer are further strengthened when the context in which practice occurs remains visible (Boud & Walker, 1998).

This poster presents Teach HQ, Monash University's central ecosystem for learning and teaching guidance, as a model for connecting evidence-informed resources with visible, local teaching practice. Teach HQ provides structured guidance across assessment, teaching practices, learning technologies and Moodle. Integrated within the ecosystem, "Be inspired" showcases a collection of concise practice examples from Monash educators. These examples are designed to spark exploration by highlighting real teaching and assessment challenges, the decisions educators made, the resources or technologies used, and practical approaches that others can adopt, adapt and apply.

The poster focuses on "Be inspired" as the key motivational entry point into Teach HQ. Rather than presenting guidance as a static repository, "Be inspired" positions educators as active members of a teaching community who learn from authentic examples and lived experiences of their peers. Each story bridges pedagogical guidance and classroom practice by pairing an account of teaching in context with links to additional Teach HQ resources that support adaptation and application. This approach aligns with educational design pattern research, which suggests that teaching knowledge becomes more reusable when successful designs are captured in ways that connect values, context, tasks and resources (Goodyear, 2005).

The poster will be structured to allow conference delegates to find their next teaching idea, identify a teaching challenge, explore a "Be inspired" example, and follow linked guidance to plan an adaptation for their own context. It will also share emerging evaluation measures for Teach HQ, including page views, unique visitors, search analytics, stakeholder feedback and growth in "Be inspired" contributions. The intended outcome is for delegates to leave the poster with curiosity, confidence and a practical pathway to explore "Be inspired" and apply at least one new idea in their own teaching.

Keywords: Teach HQ, Be inspired, professional learning, teaching practice, learning design

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