CONTINUING PROFESSIONAL LEARNING FRAMEWORK

PROPOSED PROFESSIONAL LEARNING PATHWAYS FOR UNIVERSITY OF QUEENSLAND EDUCATORS

This paper draws on current research and practice evident internationally and in Australia. This paper makes the assumption that an overarching goal of professional learning at UQ is to *develop, reward and recognise educators across a whole career*. It contends that the role of an educator in higher education is a profession and should be developed in the same manner as other professions are developed.

The paper provides a response to a series of drivers for UQ that have been prompted by changes in the Australian higher education landscape. These drivers include:

- Meeting requirements for assuring quality teaching articulated in the Australian Higher Education Standards framework (Threshold Standards);
- Reaching the ambitions of improved teaching and learning as articulated in the UQ Student Strategy; and
- Addressing limitations in student satisfaction captured in national surveys.

This paper proposes that UQ consider implementing a **Continuing Professional Learning (CPL) Framework** that draws on authentic professional learning principles to provide teaching and learning capability enrichment opportunities across multiple career paths. The Framework aims to provide development and enhancement across a whole-of-career trajectory. It also aims to replicate and model the type of innovative and flexible learning opportunities that underpin the UQ Student Strategy.

Key principles

Optimal CPL pathways:

1. Are tailored to particular groups of educators.
2. Include formal and informal professional learning opportunities
3. Are personalised to meet the needs and aspirations of novice, experienced and leading educators.
4. Are aligned with policy and processes governing recruitment, recognition and promotion milestones.
5. Are aligned to UQ strategic ambitions as well as personal and professional development
6. Are supported by external recognition through the Higher Education Academy (HEA) or similar
7. Include teaching awards as a mechanism for identifying potential mentors and teaching and learning champions.
8. Draw on award winners are as leaders in teaching and learning at UQ, who contribute ongoing leadership after winning an award.
9. Link teaching leaders through a formal network such as a Teaching Academy or similar
10. Are supported by formal professional learning activities that reflect current best practice.

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

1

To **encourage engagement with the CPL Framework**, it is proposed that:

- professional learning opportunities and outcomes are aligned with institutional strategic directions;
- staff with teaching responsibilities are encouraged to participate in a range of development activities;
- professional learning opportunities are aligned to common career pathways so a clear developmental pathway is evident; and
- engagement with CPL is identified at recruitment and discussed in performance appraisals and promotion processes.

To achieve these requirements, it is proposed that the CPL Framework include **formal** taught capability development activities that include programs which take into account multiple career paths and career stages that:

- adhere to a consistent approach that models desired teaching and learning approaches;
- include foundational and advanced development activities;
- provide just-in-time, targeted skills-based training;
- capitalise on internal expertise; and
- offer expansion activities to encourage innovation.

In addition to formal activities, it is proposed that the CPL Framework also include supporting **informal, on-the-job** learning opportunities including:

- project-based learning;
- social/team networks and professional learning communities;
- mentoring, shadowing and peer review of teaching; and
- attending dissemination activities such as conferences and faculty seminars focused on teaching and learning.

The proposed CPL Framework also aims to raise the profile of teaching and learning by **formally recognising expertise** in teaching and learning in mid and late career expert educators through:

- faculty, institutional and national teaching and learning awards;
- invitations to join formalised networks of excellent educators; and
- recognition of informal learning in the form of a HEA Fellowship.

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

2

RATIONALE

Changes in higher education teaching and learning

Consideration of the contemporary context identified that multiple drivers are promoting changes in practices for professional development. These drivers centre on the changing nature of the higher education and academic work in response to the massification of higher education and increasing emphasis on performativity. These changes result in the need to work in multidisciplinary teams that include multiple skill sets and content and technical expertise, for example, the need to adopt a team-based "whole-of-program" approach to curriculum. Review of current UQ staff needs and professional development offerings indicates that UQ's current staff development program is unlikely to address these drivers. Professional development offerings at UQ are falling behind contemporary trends, with fragmented, isolated programs lacking in cohesion that are failing to address the current and future needs of the individual and of the institution.

UQ Student Strategy

An aligned and realistic process for supporting the continuing professional learning of university educators through diverse pathways is required. Ideally these pathways are interlinked through a framework that generates a coherent professional development program for university educators yet also follows key guiding principles aligned to the UQ Student Strategy, specifically ***Goal 3: Dynamic people and partnerships, Initiative 4: Staff professional development and recognition provisions,*** which aims to "*develop contemporary and comprehensive ongoing professional development provisions that support and reward teaching and learning performance and facilitate career progression*".

Teaching quality

Recent policy and quality assurance management and monitoring processes implemented in Australia and elsewhere have focused on efficiency, engagement and output measures. However, indicators such as quality of teaching and contribution to society are difficult to quantify. Concrete research outputs are collated in the Excellence in Research for Australia (ERA) research evaluation framework. The Performance-Based Research Fund (PBRF) in New Zealand and the new Research Excellence Framework (REF) system for assessing the quality of research in UK higher education institutions use similar measures. All systems are considering measures to assess the impact of research. Measures for assessing quality of teaching, however, remains a "holy grail" in higher education quality assurance, as evident in the debate surrounding the Teaching Excellence Framework (TEF) in the UK which aims to see the government monitoring and assessing the quality of teaching in England's universities.

In Australia, in the absence of other measures, quality assurance data for teaching and learning indicators tends to be restricted to student satisfaction, retention and employment outcomes, for example, those presented in the Australian Quality Indicators of Learning and Teaching (QILT) tools. In these measures, UQ does not rate at a level reflective of our global rankings.

In addition, the Australian Commonwealth Government also draws oncompliance and audit approaches to encourage improvements across the sector. For example, the Australian Higher Education Standards framework (Threshold Standards) now includes a requirement that universities to have "*skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and needs of particular student cohorts*" (Australian Commonwealth Government, 2015).

BACKGROUND

A review of current literature indicates that effective contemporary professional learning typically adopts a "whole-of-person", career long journey that draws on principles of adult learning as a cohesive pedagogy. Integrating the principles associated with Authentic Professional Learning with the structures associated with Continuing Professional

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

3

Development generates a **CPL Framework.** It is proposed that UQ adopt this combined approach to support, develop, reward and recognise educators at UQ. This approach provides a personalisable learning architecture that:

- incrementally scaffolds and guides connections, communities and activities;
- tracks informal learning opportunities such as collaborative research activity, informal writing or special interest groups, wider networks and informal mentoring or coaching;
- combines institutional and departmental professional learning elements;
- guides expectations and sets standards;
- maps professional learning opportunities in a scaffolded manner;
- accommodates local department nuances and practices;
- is personalised to reflect the needs and aspirations of staff across career paths;
- aligns activities to institutional strategic directions, policy and practice;
- is flexible, allowing for career changes and self-directed learning; and
- models optimal teaching and learning practices in contemporary higher education.

A program with these features is more likely to be sustainable in the long term. It is more likely to lead to changes in practice as it supports identity construction and motivation with involvement in meaningful projects. It provides for a holistic approach where staff can build capability in multiple areas. By explicitly foregrounding expected standards and criteria by which staff are measured and then providing a clear pathway as to how to reach and meet these expectations, a continuous professional learning framework supports aspirations for continuing appointment, promotion, and career enhancement. It replicates current practice for most professions and raises the profile of university educator as a profession.

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

4

A PROPOSED CONTINUOUS PROFESSIONAL LEARNING FRAMEWORK

Implementation of a CPL Framework requires reviewing current formal and informal professional learning opportunities and development to include systemic pathways of formal and informal learning and recognition. It also requires the review of current systems and infrastructure to support and record engagement. These requirements need to be supported by appropriate resourcing, institution-wide engagement and senior level commitment.

1.   Strategies to Encourage Engagement with the CPL Framework

One of the biggest challenges identified with many professional learning approaches is encouraging engagement and participation in professional learning opportunities. The following proposed actions are offered for consideration aim to address this challenge.

1.1.   Personalised learning pathways

CPL pathways are offered that are tailored to particular groups of educators. These pathways draw on formal and informal professional learning opportunities and can personalised to meet the needs and aspirations of novice, experienced and leading educators.

Previously, the sector has adopted an "inoculation" approach to capability building, whereby those new to teaching engaged with a short induction program that introduced participants to core teaching concepts that was expected to last them the remainder of their academic career. The proposed CPL pathways open up professional learning to novice and experienced staff, targeting the following groups of UQ educators:

1. ***Novice/Inexperienced teachers***
    Educators new to UQ with responsibility for teaching and management responsibility and curriculum and assessment oversight for one or more courses. Likely to be early career.

2. ***Teachers requiring support***
    Educators who need to up-skill, who require support in teaching, who have either been identified at appraisal as being in need of support or who have self-identified a need to develop skills in a particular area.

3. ***Experienced teachers***
    Educators who are solid teaching staff and wish to improve their practice.

4. ***RHD students***
    RHD students and undergraduate students with responsibilities for leading tutorials, PASS sessions or project-based learning activities. Likely to be early career.

5. ***Specialists***
    Clinicians, practitioners, experts from industry, researchers and guest lecturers who have specialist knowledge or experience. Likely to have responsibility for one or more classes.

6. ***Innovators***
    Educators who aspire to change and improve teaching practices and learning outcomes on an activity, class, course or program level, who engage in inquiry into student learning. Likely to be mid/late-career.

7. ***Change manager/ Curriculum leader***
    Educators with responsibility for implementing changes and enhancements arising from innovators, learning analytic investigations or strategic directions or curriculum renewal activities, or those with responsibility for academic program management or a program of activities designed to support student learning outside of an academic program. Likely to be mid/late-career.

8. ***Teaching support staff***
    These staff members are typically designated as professional staff. They are "student-facing", providing crucial advice and services to students or staff who facilitate or develop resources/ materials for particular learning environments such as online learning, practicum and laboratories.

These groups will be provided with a range of CPL opportunities from which individuals can select to develop a personalised learning path, depending on individual needs, levels of experience and type of teaching engagement. CPL opportunities will be provided in blended, face-to-face and online modes, at times that align to the natural ebbs and flows of the academic calendar.

Professional learning opportunities and pathways may be resourced in a staged manner, as illustrated in the table below. Details about the programs and activities are provided in item 3.3 on page 11.

Phase	Group	Programs and activities	Status
Phase one	Novice/ inexperienced teachers	Teaching@UQ	Existing
		USDC Workshop series	Existing
		HEA Fellowship scheme	In pilot
	Teachers requiring support	uTEACH@UQ	February 2017
		USDC Workshop series	Existing
	RHD students	Graduate Teaching Assistants	Existing
		Graduate School CPD program	Existing
		Tutors@UQ	Existing
		USDC Workshop series	Existing
	Specialist	IndustryExperts@UQ	July 2017
		USDC Workshop series	Existing
		Masterclasses	February 2017
Phase two	Innovators	Awards	Existing
		HEA Fellowship scheme	In pilot
		Transforming Change program	Proposed
		Masterclasses	February 2017
	Change manager/ curriculum leader	Awards	Existing
		Leading Teaching@UQ	Proposed
		Transforming Change program	Proposed
		Expansion activities	Proposed
Phase three	Teaching support staff	Masterclasses	February 2017
		HEA Fellowship scheme	In pilot
		Support@UQ	Proposed
	Experienced teacher	USDC Workshop series	Existing
		Awards	Existing
		HEA Fellowship scheme	In pilot
		Masterclasses	February 2017

1.2. Align engagement with CPL with recruitment and performance policies

Professional learning opportunities are aligned with policy and processes governing recruitment, recognition and promotion milestones.

Alignment of professional development processes with performance management and probation policies has been found to work to provide incentive to participate in professional learning activities. However, at UQ participation in professional learning is optional. There is no extrinsic motivation or expectation for participation. UQ has a very limited number of formal activities that are required or mandatory. The majority of the formal courses that are mandatory focus on Human Resources matters. At universities such as University of Glasgow and Monash University, professional development needs

Examples of Practice

University of Portsmouth includes the following statement in recruitment documentation:
There is a probationary period of one year during which new staff will be expected to demonstrate their suitability for the post. Most academic staff new to Portsmouth will be expected either:
- *to have already Descriptor 2 of the UK Professional Standards for Teaching and Supporting Learning in Higher Education and thus be Fellows of the HE Academy, or*
- *to achieve Descriptor 2 within their probationary year.*

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

6

and potential pathways are identified at the point of recruitment. Successful conclusion of probation is contingent on engagement with the agreed path. The requirement to be at a particular standard is made clear at the point of recruitment in some institutions, as illustrated in the University of Portsmouth example of practice. In the Netherlands and most Scandinavian countries, it is a legislative requirement for new academics to have participated in a teacher preparation program prior to teaching; in much the same way as a teacher in the school sector in Australia is required to have a teaching preparation degree

1.3. Align professional learning with institutional strategic directions

Professional learning activities are aligned to UQ strategic ambitions as well as personal and professional development.

For the most part, professional learning activities offered at most Australian universities appear to focus on the needs of the individual rather than the needs of the institution. Professional development activities are not explicitly aligned to the institutional strategic direction espoused in the strategic documents or as mechanised to address institutional need. Professional learning opportunities should be reviewed to ensure that there is a closer and explicit alignment with the development of skill sets required to meet strategic initiatives. To this end, some institutions draw on corporate level data as triggers to identify strategic change projects. These projects are generally high-level curriculum projects. These projects are also viewed as opportunities for capability building, and can have learning contracts attached to them.

2. Recognition of Teaching Expertise

Reward and recognition is traditionally associated with promotion but it can be a mechanism to raise the profile of teaching and learning, based on the premise that academics are motivated by recognition of status rather than financial reward (Dearn, Fraser, & Ryan, 2002). The following strategies are exercises intended to raise the profile of teaching at UQ.

2.1. Formal recognition of teaching capacity as an HEA fellow

UQ becomes an International Accredited Partner of the Higher Education Academy (HEA) allowing for recognition as an HEA Fellow by the direct application route and the accredited program route pending outcomes of the UQ pilot.

The HEA Fellowship scheme is a professional recognition scheme for university educators. It allows teachers in Higher Education to have their teaching expertise (acquired through experience or through participation in an accredited program) subjected to peer review through an external body. University educators are assessed across 4 different levels (Associate Fellow, Fellow, Senior Fellow, and Principal Fellow) according to a series of criteria and standards (termed "Dimensions"), called the **UK Professional Standards Framework**. University educators as assessed against these dimensions via peer review of portfolios of work ("**direct application route**") or through engagement with formal development programs that are accredited by the HEA ("**accredited program route**").

The HEA Fellowship:

- provides public international recognition of a commitment to professionalism in teaching and learning in higher education. (Fellows are entitled to use post-nominal letters denoting their Fellow level and status)

Examples of Practice

Ako Aotearoa, New Zealand currently in negotiation with HEA to become a branch of the HEA in order to assess and accredit New Zealand university educators.

QUT, ANU, Murdoch and UTas have formal subscription arrangements with HEA with 14 others interested in developing such relationships

QUT currently supports 200 potential fellows through the direct application route and have 2 development programs accredited by the HEA, with the potential of generating many more HEA fellows each year. QUT currently offers places to all teaching academics and professional staff with teaching responsibilities (including sessional teachers)

- demonstrates that practice is aligned with an externally referenced framework (the UK Professional Standards Framework)
- provides an indicator of professional identity for higher education practitioners
- is a portable asset increasingly recognised by higher and further education institutions in the UK and elsewhere; and
- provides recognition from external experts for the work conducted in teaching and supporting students.

The HEA Fellowship is viewed to be credible because it is explicit, transparent, and externally benchmarked. Institutions gain benefits from being able to:

- claim their staff are appropriately qualified and recognised;
- record staff achievements as part of the institutional Key Performance Indicators;
- use the process as a marketing activity – they can confidently state that students are taught by a nationally-recognised and accredited teacher; and
- use an established benchmark of evidence of international recognition and leadership and expertise in higher education for promotion.

The various levels of the HEA Fellowship scheme have been increasingly aligned to institutional promotion schemes to provide standards and criteria for recognising teaching excellence. (See for example, the University of Wollongong and the University of Edinburgh promotion schemes).

Finally, the HEA Fellowship provides benchmarked, externally peer reviewed assessment of teaching practices that can be used as a metric to address Australian Higher Education Standards framework (Threshold Standards) requirement to ensure that higher education teachers are appropriately trained. It also provides a mechanism to build a community of teaching experts who can form a catalyst for teaching transformation.

> **Examples of Practice**
>
> **University of Edinburgh Continuing Professional Development Framework for Learning and Teaching**
> an internal award process to recognise teaching and learning at the University. The award is aligned to the HEA UK Professional Standards Framework so that individuals can choose to submit an application directly to the HEA if they choose to do seek international recognition

The HEA Fellowship Scheme is rapidly becoming an expected standard for university educators in the UK, with applicants for teaching positions at UK universities increasingly being required to provide evidence that they have Fellowship standing or are able to do so shortly after employment. It is also gaining ground internationally as it provides an international benchmark for teaching qualities. There are currently more than 75,000 HEA fellows worldwide. There are currently 14 Australasian institutions that are actively engaged with the HEA Fellowship Scheme.

In 2016, UQ began a pilot with 24 participants across all the Fellowship levels to test the translation of the HEA Scheme into a UQ context. An evaluation report reviewing the pilot program will be available in April 2017.

2.2. Awards

Awards for teaching and learning are included in the CPL Framework as a mechanism for identifying potential mentors and teaching and learning champions. Award winners are also acknowledged as leaders in teaching and learning at UQ and provide ongoing leadership after winning an award.

UQ has a long tradition of supporting and recognising excellent teachers through Faculty, institutional and national awards and has well developed processes to identify and recognise excellent and innovative teachers. Award winners have been selected by their capacity to address particular criteria, which include student experience, retention, and satisfaction data. Award winners could be seen to be model educators and benchmarks of what successful teaching looks like. However, at present, UQ does not draw on this acknowledged expertise. Once an award winner has received an award, there is currently

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

8

little call on this recognised expertise. The CPL Framework draws on this expertise and expects award winners to provide ongoing leadership through contribution to formal capability building activities such as the provision of master classes, leading professional development activities, and informal mentorship and peer review.

2.3.   A Network of Recognised Teaching Excellence

A formal network of teaching leaders is developed to facilitate ongoing development through mentorship and peer review.

A network such as an "Academy of Teaching Excellence" intends to publically recognise teaching and learning expertise. The Academy reflects the different interests or foci of mid- and late-career staff and offers the opportunity to further develop leadership capability; to become teaching and learning champions. These champions provide mentorship, coaching and introduction into discipline-based social and professional networks. Suggested groups include:

> *Examples of Practices*
>
> **Teaching Academy at the University of Vermont College of Medicine.**
>
> The Teaching Academy, a scheme with four tiers of membership (protégé, member, master teacher and distinguished educator) that requires applicants to submit a portfolio to be peer reviewed. Current standing is assured through ensuring members remain eligible according to the requirements. Members provide mentorship to prospective applicants and also provide expert review of portfolios

- *Peer Observers (existing program):* Educators recognised for their expertise in face-to-face and online teaching who both open their classes for peer observation and act as mentors and peer reviewers;
- *Teaching Innovators:* Educators who have led successful teaching and learning projects, innovators who seek to develop new ways of teaching or are adopting practices across disciplines;
- *Excellent Educators:* Educators who have won teaching awards at various levels; and
- *HEA fellowship assessors:* Existing HEA fellows and those who have been accredited by HEA as assessors who provide mentorship for aspiring Fellows.

Should UQ engage with the HEA Fellowship scheme, members of the Academy of Teaching Excellence would be encouraged to have their leadership formally recognised by becoming HEA Fellows. This status will enable them to act as mentors, reviewers, steering committee members and facilitators of teaching and learning professional learning programs, enabling expertise and innovative practices to be transferred across UQ. This formal recognition of teaching expertise could be drawn on as evidence for promotion and tenure when relevant.

3.   Capability Building Activities includes Formal and Informal Opportunities

Successful CPL frameworks incorporate and record formal and informal professional learning opportunities that are subjected to peer review by internal and external experts according to a set of agreed criteria and standards.

3.1.   USDC Workshops: Formal capacity building activities

Formal professional learning activities currently available are enhanced to support capacity building that reflects current best practice.

Formal capability building activities include formal coursework or workshops that take place in a face-to-face, blended or online mode. Ideally, such activities are self-directed and take into account multiple career paths and career stages. Workshops offered through the University Staff Development Committee (USDC) program could have the following features:

- **Model practices articulated in the UQ Student Strategy:** Formal professional learning activities should draw on and model active and blended learning techniques (Fraser, Gosling, & Sorcinelli, 2010). They should also model what it means to be learner-orientated, flexible and personalised. Such activities are ideally collaborative and co-created, connecting participants with a range of expertise building multi-point mentoring relationships. Activities that are authentic to participants' experiences

and are experiential in nature are more likely to be seen as relevant and valuable and more likely to be adopted into participant practice.

- **Active learning:** Identifying and targeting courses that could be enhanced provides opportunities for active learning for UQ educators. Learning occurs in a collaborative manner with authentic relevant outcomes leading to longer-term changes in practice (Gibbs, 2013).
- **Draw on existing expertise:** Excellent teachers are invited to contribute towards the enhanced workshops and conduct teaching and learning master-classes. In addition to providing an opportunity for leaders to raise their profiles and extend opportunities for future collaboration, these activities also allow for sharing innovative or excellent practices, enabling the transfer of innovation across the university. They also provide a crucial link back to the faculties and disciplines and generate networks for future collaboration.
- **Include programs or series and just-in-time basic skills workshops and resources:** Basic skills are provided in a "tool box" of resources that include face-to-face workshops, short video tutorials available on the web, step-by-step guides and templates and blended learning resources available via Learn.UQ and websites. These resources provide skills-based training in how to use particular educational technologies and to ensure compliance with particular policies. These materials are currently in development by ITaLI.
- **Include opportunities to enhance and hone basic skills at a mastery level:** In addition to basic skills, formal learning opportunities should support the development of advanced skills in particular pedagogies, technologies and curriculum management capacities.

3.2   Informal on-the-job learning opportunities

UQ educators are encouraged to engage in informal capacity building activities.

Contemporary research related to professional learning indicates that the most powerful learning occurs in the workplace rather than during formal learning activities (Webster-Wright, 2010). Informal learning is often underappreciated and seldom recorded or recognised (Field, 2015). Such learning activities could include:

- **Project-based activities:** Such projects could include curriculum and assessment renewal projects, UQ Teaching Fellow projects, adaption and adoption of teaching innovations developed elsewhere or in other disciplines and projects that investigate the impact of innovation on teaching and learning.
- **Networks and professional learning communities:** Such networks include Communities of Practice (CoPs) and Special Interest Groups (SIGs)(Stoll, Bolam, McMahon, Wallace, & Thomas, 2006; Penuel, Fishman, Yamaguchi, & Gallagher, 2007). CoPs usually refers to a group of people who share an interest in some teaching and learning practice and learn how to do it better as they interact regularly while a SIG usually refers to a group who wish to explore or investigate a topic of common interest.
- **Mentoring, coaching and peer review:** Excellent teachers are invited to act as mentors, peer reviewers and teaching coaches, providing expertise and experience (Hubbal, Clarek, & Poole, 2010; Weaver, Robbie, Kokonis, & Miceli, 2012).
- **Dissemination activities:** Dissemination activities include presentations at conferences and seminars. Examples include showcase events, teaching and learning seminars in faculty and schools, teaching and learning conferences and presentations, visiting scholars and participation in UQ's Teaching and Learning Week showcase activities.

3.3.   Activities are staged, including novice and experienced staff

Professional learning opportunities support the development of both novice and experienced academics.

The needs of early career teachers, and mid or later career teachers are different. Teaching induction or foundational programs are currently available for academic staff and tutors, but there are significant gaps in the offerings for experienced academics, support staff and

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

10

sessional staff. The following suggested programs address the gaps identified in current offerings,

Foundational programs

These programs introduce key teaching and learning people, principles and policies to two groups who have significant influence on teaching and learning at UQ, but are not currently included in current PD offerings. For example:

- *Support@UQ*: facilitated by central and faculty-based staff identified as excellent practitioners, this program is aimed at professional staff who are student-facing or who support student learning. These activities serve to induct such staff into UQ teaching and learning principals to ensure that there is a consistent message and consistent practice.
- *IndustryExperts@UQ:* Ideally an online development program, this program would target clinical educators and industry experts who provide project leadership, clinic experience and guest lecturers or who have short term contracts. (This program is not aimed at tutors)

Advanced programs

These programs target experienced staff taking on teaching and learning management and leadership roles and address gaps in current development activities. For example:

- *Leading Teaching@UQ*: This program would support development of leadership skills for those managing large-scale teaching and learning projects and/ or teaching teams.
- *Leading Curriculum@UQ:* Aimed at program and major coordinators, this program would support development of capacity in curriculum design, quality assurance, renewal and management.
- *Transforming Change program:* This program is intended to support staff work collaboratively to solve a local school or faculty teaching or learning challenge or to implement a plan for change in teaching and learning.
- *Expansion activities*: These activities would target experienced academics to motivate and encourage inquiry and innovation as well as enhance capability. They assume some level of existing expertise and aim to build networks to encourage ongoing cross-disciplinary collaboration. They could include activities such as teaching and learning writing retreats, teaching and learning project development activities and innovation hubs that aim to explore solutions to common teaching and learning challenges.

4. CONSIDERATIONS FOR IMPLEMENTING A CPL FRAMEWORK

One of the chief challenges with the implementation of a successful continuous professional learning framework is encouraging engagement with CPL. In an environment where people are time-poor, where there are already competing demands on the limited time available. An additional workload is implicit in adopting the proposed CPL Framework. Support and recognition of the time commitment needs to be encouraged at a school and institutional level. Examples of such encouragement includes

- engagement with CPL is identified at recruitment and discussed in performance appraisals and promotion processes;
- professional learning opportunities are aligned to common career pathways so a clear developmental pathway is evident;
- staff with teaching responsibilities are aware of and encouraged to participate in a range of development activities; and
- engagement with CPL is formally recognised and rewarded.

Implementing the above requires consideration of policy, mechanisms to record and

4.1. Policy alignment

The requirement to engage with professional learning in higher education principles is a condition of employment in a number of universities in the UK, where early career academics are required to provide have reached at least the level of Associate Fellow of the HEA to

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

11

achieve tenure. The recent requirements for ensuring teaching quality in the Higher Education Threshold Standards Framework means that we are likely to see similar requirements emerging across the Australian sector. If UQ were to adopt a similar approach, policies and procedures related to recruitment, appraisal and promotion would need to be aligned with the CPL Framework. Changes to these policies and procedures would require consideration with work agreements and contracts. A full list of policies that would require change is provided as Appendix 1.

Policies most likely to be affected are policies related *to:*

- **Career Development, Increments and Staff Recognition** (PPL 5.80) in terms of staff development offerings and career planning, alignment of HEA levels to promotion criteria and inclusion of peer review to mentoring descriptions.
- **Academic Staff - Appointments, Duties and Responsibilities** (PPL 5.41) in terms of including successful completion of probation requirements, conditions of appointment for casual academic staff and tutorial fellows and assistants and inclusion of CPL into workload of staff.
- **Performance Management and Grievance Procedures** (PPL 5.70) in terms of adjustments for probation, performance appraisals for professional student-facing staff and academic teaching staff and criteria for academic performance to include requirements to provide evidence of meeting the expected teaching standards. Examples of changes to terms of employment are evident in many UK based universities, which typically require teaching staff to meet the UK professional standards, which underpin the HEA Fellowship schemes.
- **Quality Assurance and Enhancement** (PPL 3.30) in terms of adjustments to teaching and learning roles and responsibilities to broaden the traditional definition of teaching staff. The policies governing teaching and learning awards may also need to be adjusted to include the broader definition.

> *Examples of Practice*
>
> *University of Tasmania*
> Performance benchmarks are used for both performance reviews and promotions. These benchmarks, called Teaching Performance Expectations, are modelled on the HEA fellowships. HEA fellowship at the relevant level is used as evidence of having met these benchmarks in teaching. A similar approach is evident at the *University of Wollongong*

4.2. Recording engagement

Currently, only participation in formal development activities managed by the University Staff Development Committee is recorded. Managing, recording and reporting participation is a manual and time-consuming process, and the data collected does not appear to be used for purposes other than institutional reporting and during performance appraisals. Existing systems such as Aurion will need to be investigated to explore methods to record training participation and track engagement with a range of activities. The system will also be need to integrate with systems managing academic portfolios. An investigation of the use of credit points or badges should also be considered.

4.3. Identifying CPL pathways

UQ will need to provide a more holistic mechanism of advertising all professional learning opportunities that are available. Another possible investigation is to identify mechanisms that categorises and manages relationships for activities such as mentoring, coaching and peer reviewing.

The CPL Framework also requires the development of a number of resources to support formal and informal learning opportunities. Resources need to be developed to

> *Examples of Practice*
>
> **ANU - Training website**
> All the training offered by all "provider business units" and includes formal and informal activities and is open to professional, sessional and RHD students.

support the use of the procured system to reduce any potential issues. There are also a number of programs that need to be developed as well as associated web resources.

A Proposal for a Continuing Professional Learning Framework for University Educators
Deanne Gannaway, Institute for Teaching and Learning Innovation (ITaLI)

12

4.4.   Subscription to HEA

The HE Fellowship is an internationally recognized and respected peer review of teaching process. Peer review is a process that is a familiar activity for academics. It is viewed to be credible because it is explicit, transparent, and externally benchmarked. Fellows are entitled to use post-nominal letters denoting their Fellow level and status.

The HEA Fellowship:

- provides public international recognition of a commitment to professionalism in teaching and learning in higher education.
- demonstrates that practice is aligned with to an externally referenced framework (the UK Professional Standards Framework)
- provides an indicator of professional identity for higher education practitioners
- is a portable asset increasingly recognised by higher and further education institutions in the UK and elsewhere.
- provides recognition from external experts for the work conducted in teaching and supporting students

Should UQ wish to engage with the HEA Scheme more fully, the most cost effective way to engage with the HEA is as a subscribing institution, as a "Strategic Partner institution". This would allow for accreditation for up to 5 "taught" programs, allowing UQ to assess staff at relevant levels, access to professional development opportunities and discounts for those who wish to apply directly to the HEA for recognition of professional learning.

5.   POSSIBLE MEASURES OF SUCCESS

To measure the success of the CPL framework, evidence would need to be collected that exhibited sound return on investment in time and resourcing in terms of student outcomes and staff satisfaction. Possible measures that could be sourced include:

- **Student outcomes**
  - Increase in student satisfaction with the quality of teaching in national surveys
- **Staff satisfaction**
  - Increase in affirmative responses in all staff surveys indicating improvements in feeling supported
  - Changes in teacher behaviour in curriculum and assessment design and practice
  - Increase in numbers of teaching-focused staff being recognised as leaders in teaching (including promotions and leadership)
  - Increase in number of Senior and Principal HEA fellows across the university and across all disciplines
- **Institutional measures**
  - Compliance with TEQSA requirements
  - Readiness for a TEF-like scheme
  - Improved QILT measures and rankings
  - Changes in CTQRA data
  - Improved staff satisfaction ratings in the Staff Survey.

A Proposal for a Continuing Professional Learning Framework for University Educators
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13

Appendix 1: Current policies that may be impacted by the introduction of a CPL Framework

3.30 Quality Assurance and Enhancement

- 3.30.01 Teaching and Learning Roles and Responsibilities
- 3.30.08 Teaching and Learning Awards

5.41 Academic Staff - Appointments, Duties and Responsibilities

- 5.41.02 Tutorial Fellows and Tutorial Assistants
- 5.41.05 Probation and Confirmation of Continuing Appointment (Academic Staff)
- 5.41.06 Probation and Confirmation of Continuing Academic Appointment (Faculty of Health and Behavioural Sciences)
- 5.41.07 Workload Allocation for Academic Staff
- 5.41.10 Casual Academic Staff

5.80 Career Development, Increments and Staff Recognition

- 5.80.01 Staff Development
- 5.80.12 Promotion of Academic Staff Levels A - D
- 5.80.13 Promotion of Academic Staff (Faculty of Health and Behavioural Sciences) - Procedures
- 5.80.19 Mentoring

5.70 Performance Management and Grievance Procedures

- 5.70.01 Performance Appraisal for Professional and TESOL Language Teaching Staff
- 5.70.02 Probation for Professional Staff
- 5.70.03 Diminished Performance and Unsatisfactory Performance
- 5.70.15 Performance Appraisal for Academic Staff
- 5.70.17 Criteria for Academic Performance

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