Professional Development for Tertiary Teaching Practice Review 2011

Project report

December 2011

Professor Gill Palmer addressing the PDTTP Forum 17th October 2011

Photograph: Margund Sallowsky (RMIT)
16. Strategic Priorities for PDTTP aligned with RMIT’s Academic Plan to 2011 .......................................................... 27
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1. Executive summary

This project has offered us an opportunity to rethink our approaches to professional development for teaching staff at RMIT. We have sought to reframe professional development programs around the different stages of teaching practice and to encourage participation in professional development through proposed structural changes to the availability and delivery methods for development activities. Professional development should be aligned with the busy work schedules of teaching staff; it should be modular and flexible and provided in a more “just-in-time, just-for-me” manner. Staff should be able to accumulate credit towards formal qualifications from a variety of development activities and the type of development programs offered should be aligned more closely to the needs of learning and teaching at the specific stages of their teaching career.

Professional development programs have more impact when they are aligned directly to current responsibilities and workplace activity and this approach will underpin the content of the new proposed programs. Professional development programs should recognize that teaching staff in the early stages of their careers have different needs to those who have taught for several years and that staff who have taught for many years have built up a wealth of experience and knowledge that will be useful to others. Our programs should also acknowledge that informal learning around educational practices can be equally important as more formal structured programs. New technologies offer new opportunities to offer development programs in more flexible modes, including interactions between teaching staff at geographical disparate locations.

The project undertook extensive internal and external consultations to arrive at a set of recommendations that will allow us to revitalise our teaching and transform the student experience.

Recommendations

1. A New Foundations Program - Introduction to Tertiary Teaching Practice (for teaching staff new to RMIT)
2. New Modular Program in Tertiary Teaching Practice for Sessional Staff
3. New Leadership Program in Tertiary Teaching Practice
4. Renewed Graduate Certificate in Tertiary Teaching Practice
5. New Diploma of Vocational Education & Training (pending)
6. PDTTP for new learning spaces and technologies
7. PDTTP for transnational education (TNE) and PD for RMIT staff required to teach offshore
8. eLearning and Teaching with Technology
9. PDTTP Evaluation Framework
10. Teaching Internship program
11. Principles of Professional Development for Tertiary Teaching Practice

Principles

1. Professional development is strategically aligned to university priorities
2. Professional development programs harness existing resources, both within RMIT and available in the sector, to present a holistic view of programs and opportunities.
3. Professional development is based around broad program teams and staff cohorts
4. Professional development programs involve active participation of peers and professional-industry partners
5. Professional development provides for global, transnational and intercultural dimensions, and inclusive L&T approaches
6. Professional development programs address the multiple dimensions of professional practice needs
7. Professional development is resourced at an appropriate level
8. Professional development aims to achieve excellence in Tertiary Teaching Practice
2. Document purpose

The purpose of this Professional Development for Tertiary Teaching Practice (PDTTP) Review 2011 document is to ensure that:

- PDTTP Project objectives have been met
- PDTTP Project deliverables were completed and evidenced to the Major Projects Committee
- PDTTP Project model (framework) recommendations and principles were developed (with due consultation)
- A PDTTP Implementation Plan has been developed for 2012 -2014
- A reflective assessment was conducted by the PDTTP Project team precedent to submitting the final report to MPC on 5th December 2011.

3. Project objectives

To develop a coordinated learning and teaching professional development program for academic and teaching staff, To ensure that the University provides the best possible support for staff professional development and ensure that RMIT receives the best possible use from its investments in physical and IT infrastructure in terms of the learning experience of students. To ensure these activities are integrated within an institutional PD framework that is informed by the needs of staff, the University, the professions and the global tertiary education sector.

4. Project background

The PDTTP project was included in the RMIT Business Plan in 2011 as a Major Project at the request of the DVCA (Appendix 1). Much excellent professional development is already taking place across RMIT. These activities are currently distributed across the University and managed discretely by different areas. There is a need to ensure these activities are integrated within an institutional PDTTP model (framework) that is informed by the needs of staff, the University, the professions and the global tertiary education sector. The new PDTTP model (framework), recommendations and principles were aimed to be more targeted at the different levels of academic and teaching staff; more aligned with the goals set out in the RMIT Strategic Plan and Academic Plan; and to provide staff with greater opportunities and support to reach levels of excellence in their learning and teaching practice and achieve their career aspirations.

Introduction

PDTTP sector-wide is undergoing a significant renaissance and re-energisation. New learning spaces and technologies, interactive social media and changing urban and global connectivity all require and flourish in learning and teaching arenas and programs that encourage and facilitate exploration, discussion the ideas, innovations and solutions to challenges that are across the University (and the sector). These will be accompanied by reinvigoration of Graduate Attributes (Capabilities) and utilise professionally engaged and interactive styles that inspire staff to continue to build on their learning and teaching repertoires with blended learning and new technological opportunities.

In 2011, the PDTTP project focussed on reviewing the internal and external context and scoping a coordinated PDTTP model, including consultation with key learning and teaching leaders and staff across RMIT. A PDTTP Business Plan project proposal for development and implementation of five key PD priorities for 2012 has been prepared (Appendix 15). RMIT currently has a variety of professional development programs around educational practice. This ranges from very ad hoc offerings for sessional teaching staff to the formal qualification of the Graduate Certificate in Tertiary Teaching & Learning. The range of offerings is not well targeted to the specific needs of educators at different stages of their career. There is little alignment and articulation between the various offerings and some offerings have little flexibility in terms of their mode of delivery. There is little use of the online environment to model good practices in the engagement of learners and the use of new learning spaces for the delivery of professional development activity is not systematic.

Academic and teaching staff at RMIT regularly and effectively participate in and complete academic professional development that enables them to contribute to excellence in learning and teaching and enhance the student learning experience.
It is recommended that staff model the following attributes, that mirror RMIT’s Graduate Attributes
www.rmit.edu.au/learning&teaching/graduateattributes

- professionally and vocationally ready (work ready)
- globally aware and competent
- culturally and socially aware and competent
- environmentally aware and responsible
- active and lifelong learners
- innovative.

Definitions

1. **RMIT Professional development policy and procedure**: “Professional development is a way of ensuring that an organisation’s workforce can perform well in their current roles and are ready to undertake new roles, when required. It is a way of meeting organisational objectives and dealing with organisational change. It increases staff capabilities (skills, knowledge, attitudes and behaviours), which means job demands can be met and personal career aspirations satisfied” [1]. Professional development options include on-the-job learning, formal training, formal educational study, practical forms of training and learning, compulsory training and undertaking research and publications.

2. **Professional development** - From PD Survey (Louka A 2010) “The planning, development, provision and evaluation of opportunities, activities and resources that advance the professional capabilities, skills and attributes of academic and teaching staff” (See examples in Appendix 2).

A briefing paper overview of the contemporary PDTTP literature can be found in the paper, Academic Professional Development (Appendix 6)

Previous RMIT PD frameworks

RMIT’s Human Resources service produced a PD framework in 2004/5 (Holdsworth 2004) and background discussion paper. These were implemented across the University in the following 2-3 years. They referred to all staff professional development, not just learning and teaching PD, as this project was reviewing. RMIT Vietnam has an online and active PD manual, consisting of a PD model, policy and procedures that staff refer to and base their PD processes on (www.rmit.edu.vn/staff_development_procedure).

Internal and external drivers

**Internal drivers:** PDTTP needs to better strategically align with The RMIT Act 2010: Objects of the University, *Transforming the Future - RMIT Strategic Plan to 2015* and our Academic Plan 2012-2015. Integrated across the University with “continuous improvement and a focus of excellence” underpinning enhanced program delivery and “uniformly high quality and fit for purpose programs” for student learning and graduate outcomes. Areas such as High impact program clusters are currently prioritised (eg. Technology, Design, Global Communities, Health Solutions, Global Business, Communication and Urban sustainable futures).

**External drivers:** Some key drivers in the Australian higher education sector include: Tertiary education and industry, a cooperative model for industry and tertiary education, forecasting our ICT skills needs, a new role for TAFE, implementing the revolution and improving productivity, the economic impact of universities, review of base funding, the impact of regulation on the productivity agenda, measuring quality and standards in the Tertiary sector, the changing international student market and ‘what is happening around the world and its impact on Australia’? [2]

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http://www.afr.com/p/financial_review_higher_education_6cepRaeM8AK5Cq0pKebRUJ
a) International: Elements of contemporary international higher education development and impact metrics include: The Bologna Process, U-Map and U-Multirank\(^3\), Tuning Educational Structures\(^4\), AHELO\(^5\), etc.

b) Australian Federal Government: (Higher Education): Quality assurance, academic standards and professional development in higher education are now governed by TEQSA\(^6\); The Bradley Review \(^7\). RMIT University has a Mission-Based Compact with the Federal Government and performance funding aims to enhance the quality of teaching and learning, the student experience and student learning outcomes. There are 7 performance indicators and 3 performance categories see: Mission-Based Compact (2011) DEEWR.\(^8\)

c) Federal and State: (Vocational Education and Training -VET): Quality assurance, teaching standards and professional development in VERT are now governed by ASQA, the new national VET regulator\(^9\). Governance and quality assurance for the VET sector is handled by both state (Skills Victoria) and federal (DEEWR) governments. Academic professional development is contextualised within the requirements and aspirations of each jurisdiction.

Related projects at RMIT

The PDTTP has consulted with staff working on the Academic International project, English Language Development project, High Impact Areas, Equivalence and Comparability project (BUS.ADG), A Professional Development Framework for Transnational Teaching (BUS. ADG), LTIF projects, for example: Learning Spaces (SEH.ADG), Collaborative Learning for Collaborative Spaces (BUS.ADG), DSC HE Learning and Teaching Parameters\(^10\)(ADG), and the Student Cohort Experience project 2011\(^11\).

5. Project strategic alignment

The Academic Plan highlights the primary goal of transforming the student experience through enhancements to program and curriculum design, learning spaces and educational practices. One of the key enablers of these goals is the implementation of a revised professional development program for teaching staff.

<table>
<thead>
<tr>
<th>TRANSFORMING THE FUTURE TO 2015 - CONNECTED</th>
<th>Academic and teaching staff are the University’s key resource. Continuous improvement and excellence in professional development for these staff will enhance RMIT’s reputation as a good employer, and develop the University’s capacity to excel in learning and teaching practices which enhance students’ learning experiences. This will also provide staff with greater opportunities and support to reach levels of excellence in their practice and achieve their career aspirations.</th>
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<tbody>
<tr>
<td>ENABLERS OF THESE UNIVERSITY OF TECHNOLOGY AND DESIGN PRIORITIES</td>
<td>5. Transforming the academic workforce</td>
</tr>
<tr>
<td>v) Create spaces in which to teach staff and experiment with new physical layouts and technologies.</td>
<td></td>
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\(^4\) Tuning Educational Structures www.unideusto.org/tuningeu


\(^6\) http://www.teqsa.gov.au


\(^10\) DSC L&T parameters http://www.rmit.edu.au/browse;ID=8rvurg94nx35z

\(^11\) http://www.rmit.edu.au/teaching/cohortexperience
THE GLOBAL UNIVERSITY Priority 6

Implement targeted professional development activities for academic and teaching staff to support a program of curriculum renewal that incorporates activities related to the global, urban and connected themes and the imaginative use of new technology and learning spaces.

ENABLERS OF THESE GLOBAL PRIORITIES

6. Academic professional development

Redesign a co-ordinated learning and teaching professional development program for academic and teaching staff.

This project also supports the following RMIT Strategic Plan values: Knowledge and skills developed in our students and staff serve the needs of and bring benefits to individuals, cities, industries and nations. A further list of strategic PDTTP recommended priorities, aligned with the current Academic Plan to 2015, can be found in Appendix 16.

6. Project deliverables

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Project Scope and PDTTP Survey of current provision and costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1.1 Project definition, scope and approval</td>
<td>Project proposal developed. To be submitted to VCE in March 2011 for approval. On November 18 2010, VCE noted the intended: • self-review of the Graduate Certificate of Tertiary Teaching and Learning; and, • distribution of a professional development questionnaire to all units and centres responsible for the provision of professional development activities for academic and teaching staff.</td>
</tr>
<tr>
<td>Action 1.2 PD Survey to assess current activities and cost.</td>
<td>Develop and distribute PD survey to relevant areas across the University. The survey will be used to establish baseline information regarding the types of activities currently provided, their frequency and cost. Including an environmental scan of best practice PD for academic and teaching staff.</td>
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<tr>
<th>Phase 2</th>
<th>Review of the GCTTL, Dip VET Practice and continuation of current selected PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 2.1 Review of PD for new staff Graduate Certificate in Tertiary Teaching and Learning and Diploma of VET Practice</td>
<td>Advisory meetings with Prof Margaret Hicks (University of Adelaide) ALTC work on Teacher Preparation Programs, and Prof Allan Goody re GCTTL review (external consultant) Self evaluation by programs. CES data analysis of the two programs. CES data comparison of courses taught by students who completed the programs (pre and post completion). Review of the two programs. Including an environmental scan of best practice PD of Foundations of Tertiary Teaching and GCTTL and equivalents.</td>
</tr>
<tr>
<td>Action 2.2 Continue with current PD</td>
<td>Current PD • Learning Spaces • eLearning, Blackboard upgrade and Teaching with Technology • Off-shore, Academic International Project • DevelopME (ongoing HR PD program) • Indigenous Education</td>
</tr>
</tbody>
</table>

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12 Strategic Plan RMIT 2015, Values: committed to making a difference
### Phase 3  
**PDTTP Needs Analysis**

**Action 3.1  PD needs analysis**  
Analysis of PDTTP identified by individual staff through workplans. Consult with relevant internal groups and staff (eg HoS, Academic Advisory Group, VPR Group, International Academic Committee, staff focus groups):
- Development needs, Gaps, Obstacles, Suitable formats
Also to include a report on case studies and models of good practice in HEd & VET professional development..

**Action 3.2  Establish a Major Project PDTTP Steering Group (PCG)**  
Guide the Major Project on Professional Development for Academic and Teaching staff.

### Phase 4  
**PDTTP Model (framework), Recommendations, Principles, Governance and Evaluation**

**Action 4.1  PD redesign**  
Utilising the findings from the survey, reviews, scan and needs analysis:
- Develop a statement and set of principles that articulate obligations and expectations wrt PD at RMIT (include in the Academic Plan)
- Design a cohesive PD framework and model that supports individual professional advancement and the University’s strategic objectives
- Redesign existing and develop new programs and resources (incl online) that deliver on the needs of RMIT, within the PD framework and model

**Action 4.2  PD governance, CI and QA**  
Establish clear roles and responsibilities for the ongoing:
  - Governance, CI and monitoring of PD
  - Development of programs and resources
  - Delivery of programs and resources
  - Quality Assurance of new and redesigned programs and resources
  - Financial support for programs and resources
  - Overall coordination

**Action 4.3  PD promotion**  
4.3.1 Consolidate the promotion of all PD opportunities through the Open Program (changed to ‘Develop ME’) and link to the L&T website and other relevant sites.  
4.3.2 Design strategy and resources for the promotion of PD opportunities at RMIT, including specific communications to HoS, Deputy Directors L&T/TAFE, academic and teaching staff, etc.

**Action 4.4  PD evaluation and continuous improvement**  
4.4.1 Undertake an evaluation of the: PD framework and model, Recommendations and Principles.  
4.4.2 Make modifications to model as a result of evaluation.  
4.4.3 PDTTP Project 2011 evaluation.

# 7. University-wide consultation and collaboration

Throughout 2011, whilst the PDTTP project was underway, consultation and collaboration included one: one meetings and group consultation and collaboration (seminars, workshops) and a large PDTTP Forum in October with 40 key learning and teaching leaders from across RMIT (Appendix 9).

A PDTTP seminar with International visiting scholar Associate Professor Gayle Morris (University of Hong Kong - CELT) was given by Dr Jude Westrup in July (a copy of the seminar Powerpoint is attached, Appendix 10).

Forward planning for Tertiary PD is ongoing, with a collaborative comprising representatives from LTU, EduTAG, ODT and the School of Education (HEd and VET programs). A full list of PDTTP consultation and collaboration is provided in Appendix 4.
8. PDTTP model, recommendations and principles

PDTTP Model: The PDTTP Model (framework) developed is based around the categories of sessional, early career, mid-career and experienced academics and teachers. It proposes professional development programs that are more closely aligned with the needs of teaching staff at different stages of their career. It also proposes to develop programs that offer clearly defined articulation pathways for teaching staff so that they can accumulate credit and use recognition of prior learning towards formal qualifications. Figure 1: PDTTP model showing current PD and proposed redevelopments and new additions in 2012.

PDTTP recommendations

Recommendation 1
A New Foundations Program - Introduction to Tertiary Teaching Practice (for teaching staff new to RMIT)

Part A: Higher Education

That a new Foundations Program in Tertiary Teaching Practice (including Learning & Teaching (L&T) Induction & Orientation modules) be developed, using existing and relevant new resources, to address the needs of academic staff, program teams, disciplines and RMIT strategic priorities:

- The new PDTTP Foundations Program will be developed during 2012 with delivery to be commenced in 2013. It will be mandatory for all new academic staff (levels A to E, who don’t already hold TTP qualifications and/or equivalent professional teaching experience),

- Modules will be designed in such a way that credit can be gained toward further, formal qualifications, articulating into Dip VET and GCTTP, within a Tertiary environment context, spanning postgraduate, undergraduate and vocational levels,

- Two L&T online modules are currently used by RMIT staff [http://www.rmit.edu.au/staff/professionaldevelopment/lt](http://www.rmit.edu.au/staff/professionaldevelopment/lt)

- Epigeum PD online modules were purchased by the University this year and will be incorporated into the new PDTTP Foundations suite of resources (Appendix 7)

- External industry partners and internal peers will be consulted for the design and development of PD program and resources and associated ‘communities of learners’ created, and

- TEQSA and ASQA will do regular audits of teaching quality, including professional development, although the particular metrics are not yet defined.
Figure 1: PDTTP Model (framework) showing proposed redevelopments and new additions from 2012 onwards
Recommendation 1 - Part B: Vocational Education & Training

That the new Foundations Program in Tertiary Teaching Practice (including Learning & Teaching (L&T) Induction & Orientation modules) specifically address the needs of VET teaching staff, program teams, disciplines and RMIT strategic priorities, with due consideration given to VET regulations, minimum qualification requirements and jurisdiction standards.

A coordinated evidence-based approach to professional development for teaching staff will also build on teachers’ capacity to manage the learning needs of a diverse cohort of students, to respond to evolving educational technologies and to implement student-focussed practices to enhance their teaching.

Recommendation 2

New Modular Program in Tertiary Teaching Practice for Sessional Staff

That a new modular professional development program for (regular) sessional staff, Sessional Staff Tertiary Teaching Practice, be developed and trialled in 2012, using existing modules and newly developed or sourced resources, with full delivery to aimed to commence in 2013.

- All professional development programs and resources will be designed and delivered within a Tertiary environment context, spanning postgraduate, undergraduate and vocational levels,
- Designed in such a way that credit can be towards articulation into formal qualifications, such as Dip VET and GCTTP,
- Regular casual academic staff - regular casuals are casuals whose proposed work schedule is known and is likely to remain unchanged during the period of their engagement. As opposed to ad hoc casuals, whose hours are not stable. Their hours to be worked are not scheduled in advance.

Recommendation 3

New Leadership Program in Tertiary Teaching Practice

That a new module, Leadership in Tertiary Teaching Practice for course and program coordinators/managers be developed and trialled in 2013 with full delivery aimed to commence in 2014.

- Resources and links with LEAD RMIT\(^{13}\) will be leveraged; with a content and learning emphasis on learning and teaching leadership – pedagogy, innovation in program design, assessment and online learning,
- This is not currently comprehensively done with a specific focus on PDTTP, and not done in many other Universities, but is felt to be important,
- Key alumni (professional and industry leaders) will be sourced as valuable PDTTP resources and collaborators.

Recommendation 4

Renewed Graduate Certificate in Tertiary Teaching Practice

That the current Graduate Certificate in Tertiary Teaching and Learning (GCTTL) be redesigned during 2012 in response to the Recommendations contained in the 2011 GCTTL Review, with particular reference to Option 3. Delivery of the new Graduate Certificate in Tertiary Teaching Practice (GCTTP) will commence in 2013.

Recommendation 5

New Diploma of Vocational Education & Training (pending)

An Implementation Plan will be prepared in early 2012 for the new national qualification, Diploma of Vocational Education & Training (Dip VET), recently endorsed at National level but yet to be endorsed in Victoria. Delivery of the new national qualification Dip VET will commence in mid-2012, pending both Victorian and RMIT endorsement.

Recommendation 6

PDTTP for new learning spaces and technologies

\(^{13}\) LEAD RMIT [http://emedia.rmit.edu.au/leadrmit](http://emedia.rmit.edu.au/leadrmit)
That PD workshops, information sessions and resources continue to be developed and delivered for new learning spaces and technologies, using internal and external consultants as part of program and resource design and delivery, to maximise student learning and RMIT’s significant and continuing investment in new learning spaces and technologies. A 3 year PD Learning Spaces Implementation Plan has been prepared and is currently underway across RMIT (Appendix 8).

**Recommendation 7**

**PDTTP for transnational education (TNE) and PD for RMIT staff required to teach offshore**

That RMIT develop and pilot resources suitable for a module for staff required to teach offshore as recommended in the Academic International project. Modules to be sponsored by the DVC (I&D) and the DVC (A). [Note: All PDTTP proposed resources developed for Foundations, Leadership and Sessional modules during 2012 will include transnational content and pedagogies].

That PDTTP workshops, information sessions and resources continue to be developed and delivered for transnational education (TNE), in alignment with RMIT strategic priorities and project outcomes for example, from the Academic International Project.

**Recommendation 8**

**eLearning and Teaching with Technology**

That PDTTP workshops, information sessions and resources continue to be developed and delivered for eLearning and Teaching with Technology, and are aligned with the new PDTTP Foundations Program and renewed Graduate Certificate, and new national Dip VET with the aim to maximise student learning outcomes using the affordances of the digital environment. Continuous development and application of new technologies, social media and web3.0 will be supported.

**Recommendation 9**

**PDTTP Evaluation Framework**

That the new PDTTP evaluation framework will be trialled in 2012 with full implementation to commence in 2013, Appendix 17). This work will build on the current review of PD at RMIT and our involvement in trialling aspects of ALTC’s “Identification and Implementation of Indicators and Measures of Impact of Teaching Preparation Programs in Higher Education. Further aims include: ensuring excellence in student learning, PD accountability and improving investment decisions, improving the design and delivery of programs, and demonstrating and reporting program and organisational outcomes.14

Further consideration be given to including “an approach for evaluating foundations programs and a set of principles for good practice for evaluating the impact of foundations programs”’. Source: Hicks M (et al) 2010 Preparing academics to teach in higher education. ALTC Report. http://www.flinders.edu.au/pathe/

That RMIT’s PDTTP Evaluation Framework includes benchmarking using at least two other Institutional partners for benchmarking good PDTTP practice.

**Recommendation 10**

**Teaching Internship program**

That RMIT undertake a feasibility study in 2012 to ascertain the benefits and costs of introducing a Teaching Internship program for 2nd year HDR candidates, similar to that operating at University of Western Australia, URL: http://www.teachingandlearning.uwa.edu.au/students/postgraduates/internship. This will need funding for 2013.

**Recommendation 11**

That the overarching principles (over page) be endorsed:

Principles of Professional Development for Tertiary Teaching Practice

Principle 1
Professional development is strategically aligned to university priorities
The principle is achieved when: RMIT’s current plans: Transforming the Future to 2015 and Transforming the RMIT Student Experience (Academic Plan) inform professional development planning, delivery and evaluation.

Principle 2
Professional development programs harness existing resources, both within RMIT and available in the sector, to present a holistic view of programs and opportunities.
This principle is achieved when: There is a single source for staff to consult on PD opportunities and existing resources are collated and connected in a way that maximises their impact on PD outcomes.

Principle 3
Professional development is based around broad program teams and staff cohorts
The principle is achieved when: Professional development is based around academic, teaching and professional staff groups who are collectively responsible for the student experience and student outcomes.

Principle 4
Professional development programs involve active participation of peers and professional-industry partners
The principle is achieved when: Professional development programs involve peer review of educational practices (including Alumni and external peers15).

Principle 5
Professional development provides for global, transnational and intercultural dimensions, and inclusive L&T approaches
The principle is achieved when: Professional development resources, programs and opportunities are readily available for all staff (higher education, VET, on & off-shore), and professional development is situated and takes into account the relevant disciplines of the participants.

Principle 6
Professional development programs address the multiple dimensions of professional practice needs
The principle is achieved when: Programs are designed around the specific needs of participants at each stage of their career and, programs take into account the relevant cognitive, technical, social, emotional needs of participants and are based on sustainability concepts.

Principle 7
Professional development is resourced at an appropriate level
The principle is achieved when: Appropriate funding and time release are allocated to ensure staff can participate in relevant programs.

Principle 8
Professional development aims to achieve excellence in Tertiary Teaching Practice
The principle is achieved when: Programs are benchmarked against good practice in the sector and modified to facilitate excellence in student engagement and outcomes.

15 Cambridge University graduates come to facilitate PD week (www.cambridge.edu.uk, and other Universities’ peers, disciple collaborators, professional associations, eg CADAD).
Recommendations from the Internal and External Reviews of the Graduate Certificate of Tertiary Teaching and Learning (GCTTL) and the GCTTL: CES Analysis.

a) GCTTL Internal Review Recommendations (excerpt from full report):

Section 4.2: Recommendations for areas of improvement and growth to support improving learning and teaching at RMIT University

The report illustrates that the GCTTL plays a significant role in the professional learning of academics to deepen their understandings of learning and teaching and inspire innovative curriculum and pedagogical changes. Others have also established these positive impacts from GCTTL type programs (Gibbs & Coffey, 2004). Yet the GCTTL as an isolated program within the university is not as effective as an institutional, integrated approach to professional learning and development for academics. As a study points out, the lack of congruence between what is learned within the GC teaching qualification and what is practiced in the academic’s workplace leads the new academics feeling frustrated, confused and without agency to innovate and change for enhanced learning and teaching (Smith, 2011). To improve the efficacy of formal and shorter-term courses and programs within RMIT there needs to be a holistic approach to professional learning and development of academics, where the role of the GCTTL program is clear and may have multiple entry and exit points. Such an approach is indicative of new ways of thinking about the roles of academic preparation such as evidenced in the recent ALTC PATHE project that developed a framework for shorter-term ‘foundation’ courses (Hicks, Smigiel, Wilson, & Luzeckyi, 2010); and the analysis of a new paradigm influencing the operation of university teaching and learning centres (Holt, Palmer, & Challis, 2011).

Therefore, this section of the report focuses on making recommendations that centres the GCTTL program within the broader context of academic professional learning and development within RMIT. Three options are presented for consideration with a preference for developing Option Three.

**Option One**
Continue with limited change to the GCTTL. Maintain GCTTL as mandatory for new academics Levels A & B and keep the Vietnam component. Consider the recommendations from section 4.1 of the report.

**Option Two**
Review the GCTTL as per above recommendations (s4.1) and continue to have GCTTL mandatory qualification for Levels A & B. The use of the mandatory approach that is financially supported through the DVC Academic, presents an institutional statement that values teaching and learning and provides a formal space for professional learning and inquiry. The acknowledgement and provision of a formal ‘space’ for professional learning (such as the GCTTL) is critical particularly in the busy daily life of an early career academic – without these supportive factors, academics find it difficult to find quality time for deeper engagement with professional learning and potential for developing a community of inquiry is limited (Liebowitz et al., 2011).

In addition, re-work the GCTTL program in response to the self review/ evaluation to increase flexibility in curriculum content. A possible model for investigation is presented in Table 4.1.

**Table 4.1: Possible model for GCTTL to increase flexibility in curriculum content**

<table>
<thead>
<tr>
<th>Core^</th>
<th>Elective* (choose two from)</th>
</tr>
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<tbody>
<tr>
<td>TCHE1032 – focus on L&amp;T themes &amp; include practical strategies; brief introduction to RMIT Academic Policy expectations</td>
<td>TCHE2051 – focus on internationalising curriculum and ensure/expand to include the RMIT global goal aspects</td>
</tr>
<tr>
<td>TCHE1011 – focus on e-technologies for L&amp;T with a particular focus on what RMIT offers</td>
<td>TCHE1034 – focus on curriculum design theory and practice</td>
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<td></td>
<td>TCHE2384 – focus on HDR supervision</td>
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<td></td>
<td>TCHEXXXY - Create a course on Assessment in HE</td>
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<tr>
<td></td>
<td>TCHEXXXY – Create a course for Vn Study Tour; will need to develop program further for academic certification and include assessment</td>
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</table>

^ In this model, the 2 core courses are run every semester; while * the electives are run alternate semesters (i.e. once a year to ensure viability; can’t run multiple electives each semester unless numbers increase.)
Other issues to consider in the review of GCTTL include, for example: a) Investigate the option of providing a generic GCTTL for externally interested prospective participants, b) Investigate how to accommodate the needs of particular staff groups e.g. librarians.

**Option Three**

1. Collaboratively create a ‘foundations’ course (LTU & SoE) and make this the mandatory (and financially supported by DVC Academic) internal qualification for academic levels A & B and an option for sessionals. RMIT should financially support academic levels A & B and sessionals. Other academic staff could participate in the program but they fund themselves (or source funds from their School/College): i) use the ALTC PATHE project (Hicks, et al., 2010) to inform the development of the course, ii) UWS recently evaluated their Foundations of University L&T Program (2010), which would also be a useful resource for development ‘foundations’ course (Thomson & Malfroy, 2010), iii) avoid use of ‘foundations’ as title as this is confusing with TAFE/undergraduate programs; suggest use ‘Professional Certificate in Academic Teaching’ (e.g. see Melb and Swinburne in Table 1.2) or something similar, and iv) primary purpose of this course/certificate is to provide initial support to incoming staff (ongoing and sessional) and open it to current staff that are interested to explore teaching and learning within a formal qualification setting.

2. Ensure the ‘foundations’ course has a clear pathway into the GCTTL by giving credit transfer to the first course i.e., TCHE1032. i) GCTTL is reviewed and developed as in Option Two of this report. 2) Purpose of GCTTL is credentialing for a HE teaching qualification. It builds and brings together theory and practice i.e., it is not only about practice. Hence it is theoretically rigorous and has assessment to monitor learning outputs for credentialing purposes. It aims to strongly develop the scholarship of teaching and learning with participants. 3) Develop clear pathways for further study to PhD programs within the School of Education; will be located within the newly proposed Master of Teaching Practice (2014). 4) Investigate options for people to participate in GCTTL courses without the need to complete the whole program – should they wish. 5) Examine ways to support partial funding of GCTTL to encourage/ reward staff as they undertake professional learning and development in teaching and learning e.g., establish professional learning grants (at University/College/School levels).

3. For people who don’t opt for a formal GCTTL qualification (or want a more flexible way to achieve the formal qualification) then they should have the opportunity to participate in a more coherent and holistic approach for professional learning & development that is based within the Learning and Teaching Unit with some levels of collaboration with the School of Education and Academic Colleges. Such an approach moves the role and function of the LTU towards the ‘new centre paradigm’ that places learning and teaching at the centre of the university’s work and is multi-faceted in its approach (Holt, et al., 2011). There are examples of how such a paradigm might ‘look like’ in implementation (e.g., Fleming et al., 2004; Holt, et al., 2011; Liebowitz, et al., 2011).

This model should be highly professional and supported with funds to make it so (as a starting point, see the QUT Staff Development Catalogue 2011, refer to Table 1.1).

A suggested model is presented in Table 4.2 for coherent structure of a holistic framework that contains ‘streams’. The ideas for these ‘streams’ have been derived from, and expanded on, initial suggestions by the online evaluative survey (Appendix 3, Q.18). The framework with its streams can build a rigorous Communities of Practice (CoP)/Seminar Series framework.

i) CoP/Seminars are to be created for each idea/theme developed around a 3 hour ‘module’ workshop type idea to encourage deeper learning, reflection and connectivity. The ‘3 hour’ can be delivered in multiple ways e.g. some of the time is pre-reading or exploring an aspect in practice after some initial input; can include blended learning options; some time for reflection; establishing such a principle will also assist in credentialing possibilities.

ii) Explore ways for staff to draw on their participation in framework to pathway into GCTTL>MTP>PhD in Education; for example: if an academic completes 6 x ‘3hr’ CoP/Seminar sessions within one stream over a year – and completes a negotiated assessment task/s – then they may achieve a credit transfer for one course in the GCTTL.

iii) Use of GCTTL is developed as in Option Two

iv) Feedback from program participants in the online evaluative survey identified strongly the value of the face-to-face aspect of the GCTTL as it encouraged peer learning and the sense of a community of learners. Need to build this sense of identity/community within this model/framework.

v) Reward and recognise staff for taking on further study (e.g. foundations/GCTTL etc) and/or professional learning & development (e.g. seminar series/developME) through pay increments, promotions, leadership roles, etc
b) GCTTL External Review Recommendations (excerpt from full report):

1) Offer a short intensive mandatory program (Foundations program) prior to or in the first weeks of teaching that introduces new teachers to the fundamentals of teaching and learning at university and equips them with strategies and resources to survive those first weeks of teaching.

2) Develop a range of modules that are a "just in time" resource. The modules should be available to all staff, in flexible/multiple modes of delivery, that address the range of priorities identified by the University and that provide an in-depth focus on teaching and learning (considering the range of teaching contexts) complementing and extending what is covered in an initial intensive program, and that prepare academics for the variety of roles in which they engage including leadership at course and program level and research supervision. A model for this are the two modules already developed: Teaching and Learning at RMIT and Assessment at RMIT.

3) Offer a Graduate Certificate program that is more aligned to academic practice (including the range of academic roles, the changing student population, and the changing approaches to teaching and learning in context) for staff who wish to pursue a formal qualification. The modules referred to in Recommendation 2 could be counted towards this formal qualification.

4) Make all programs available to sessional staff with, as a minimum a separate program tailored to their specific teaching contexts, with funded attendance mandated.

5) Design and deliver programs offered to the teaching staff in Vietnam that reflect the context in which they teach while still encompassing the broader teaching and learning priorities of University.

6) Develop clear learning outcomes for the Vietnam trip and offer it as one of the range of modules available to all staff.

7) Account for mandatory participation in any teaching and learning development program in workload allocations and provide appropriate support to participants through their Schools.

c) GCTTL CES Data Analysis Executive Summary (excerpt from full report):

The Graduate Certificate in Tertiary Teaching and Learning (TTL) Program was initiated at RMIT University in Semester 1 2007. The primary aim of the TTL is to improve the learning and teaching practice of tertiary teachers and equip them to teach effectively in the Higher Education sector.

Three courses are analysed in this report; TCHE1011 (Technology Implications for Tertiary Learning and Teaching), TCHE1032 (Tertiary Learning and Teaching), and TCHE1034 (Implementing Tertiary Learning and Teaching). This report examines the CES results for each course.

Course Evaluation Survey (CES) items were analysed as four categories; Good Teaching Scores (GTS), Resources, Value Add and Overall Satisfaction Index (OSI). The Good Teaching Scores (GTS) is a combination of six CES items which focus on particular aspects of teaching within the course. Resource items are those that are directly related to the facilities and materials provided to facilitate student learning in the course. Value Add refers to a wide range of items that add value to a student's learning experience within the course. The OSI refers to one item on the CES where students are asked to indicate their assessment of the quality of the course as a whole.

The following trends in the CES data were observed:

All of the CES categories for TCHE 1011 have shown a steady increase since Semester 1 2007. However, OSI has shown the largest improvement in percentage of agreement. All of the CES categories for TCHE 1032 have fluctuated over the past four years. However, a large spike in percentage of agreement occurred for all of the CES categories in Semester 2 2008. TCHE 1034 has maintained a relatively consistent trend over the past four years. However, a large drop in percentage of agreement occurred for all of the CES categories in Semester 2 2009.

At each semester, percentage of agreement was generally above 50% for each of the TTL courses, across all of the CES categories analysed. Courses TCHE 2051 (Internationalising the Curriculum) and TCHE 2384 (Supervision of HDR) are not analysed in this report, as CES data for these courses was not available.
With regard to the individual items:

GTS: Resources and Value Add items have significantly improved for TCHE 1011 over the past four years, with highly positive scores observed in Semester 1 2010.

GTS: Resources and Value Add items have all fluctuated for TCHE 1032 over the past four years, with little significant change occurring for many of the items. With exception, the Value Add item ‘learning what was expected’ showed a significant drop in agreement from Semester 1 2007 to Semester 2 2009.

GTS: items have fluctuated minimally for TCHE 1034 and have remained highly positive. Resource and Value Add items have also fluctuated minimally over the past four years. However, a significant drop in agreement regarding adequate facilities was observed in Semester 2 2009, followed by a subsequent improvement in Semester 1 2010. Agreement regarding the balance between theory and practice also increased significantly in Semester 2 2009, however dropped significantly in Semester 1 2009.

Additional PD Recommendations (from a previous RMIT PD project 2006)

- Targeted professional development programs for current academic and teaching staff focusing on issues emerging from student feedback and aligned with our strategic directions (Recommendation Cluster 2)
- Improving international experience and exposure of staff by implementing formal professional development exchanges between RMIT’s dual hubs – Vietnam and Melbourne (including within the proposed mandatory teaching qualification). (Recommendation Cluster 7)
- Encouraging staff mobility across RMIT, including support for international staff visits and exchange opportunities. (Recommendation Cluster 7)

Source: Staff Recruitment, Development and Promotion Paper (Barber J 2006) RMIT Staffing Paper

9. Current and New PDTTP

Currently excellent professional development is undertaken at RMIT but it is dispersed in a devolved model that sees College Academic Development Groups (ADGs) offering professional development to their own constituent Schools and programs. Generic professional development is also offered by HR’s Develop ME (Open Program) and technical training is provided by ITS staff, as needed. There isn’t a coordinated or strategically aligned governance or evaluation structure or process that brings together and evaluates whole-of-University professional development on an annual basis. Formal professional development for tertiary learning and teaching qualifications are offered for higher education staff via the Graduate Certificate of Tertiary Teaching and Learning (GCTTL) and for VET staff via the Cert IV and the Diploma of VET Practice.

Some examples of current PD activities include:

- Formal accredited tertiary teaching programs/courses (eg. Grad Cert Tertiary Teaching and Learning, Dip VET Practice)
- Ongoing (regular & frequent) provision of non-accredited professional development programs/organised activities (facilitated or led)
- Occasional provision of non-accredited professional development programs/organised activities (facilitated or led)
- Provision of resources for self-directed professional development (online, hard copy etc)
- Coordinating events with the main purpose being PD as defined above (eg. L&T Expo, RMIT conferences, College or School forums, workshops etc)
- Other

Source: Professional Development for Academic and Teaching Staff Survey of Current Provision. Nov 2010 (filename: 3.7 PD paper to VCE 18.11 Questionnaire.doc)
Figure 2: New PDTTP proposed governance and coordination from 2012
The proposed governance and coordination model (Figure 2) and PDTTP Evaluation Framework (Appendix 17) will enable the best possible support for staff and ensure that RMIT receives the best return from its investments in physical and IT infrastructure with PDTTP activities and their coordination integrated within an institutional PDTTP framework that is informed by the needs of staff, the University’s strategic directions and our students’ learning needs and experience.

*The Business Plan project PDTTP 2012-2014* (Appendix 15) proposes a new suite of professional development programs be developed and delivered over the next 4 years in order to have a strategic, targeted and aligned approach to professional development programs for academics and teachers. It includes the design of targeted and modular professional development programs for teaching staff across the categories of sessional, early career, mid-career and experienced academics and teachers (see Fig 1: PDTTP Model). It proposes to develop professional development programs that are more closely aligned with the needs of teaching staff at different stages of their career. It also proposes to develop programs that offer clearly defined articulation pathways for teaching staff so that they can accumulate credit and use recognition of prior learning towards formal qualifications. An Implementation Plan 2012 (Appendix 18) has been prepared to accompany the PDTTP Project proposal. The programs will be designed to be modular and flexible in their delivery mode so that they firstly model the approaches RMIT is proposing in its mainline educational offerings and also allow staff to complete the programs in a time and place convenient for them.

The project will design a new Foundations Program in Tertiary Teaching and Learning for all new academic staff at RMIT and will realign the current Graduate Certificate in Tertiary Teaching and Learning so that it is more suited to mid-career teaching staff. A new Leadership Program in Tertiary Teaching will be developed for those staff in educational leadership positions such as Course and Program Coordinators. The existing fragmented resources for sessional teaching staff will be converged into a coherent set of modules for Colleges and Human Resources to use for sessional staff development programs. New PDTTP components are shown in the models (Figures 1 and 2).

### 10. **What went well**

This project brought together previously diffuse and dispersed professional development staff from across the University and created increased collaboration between staff designing, delivering and evaluating professional development. The successful engagement of key internal stakeholders was achieved by involving them in the process of proposing new approaches to professional development programs that are more fully aligned with staff work practices. We acknowledge the significant work of School of Education in reviewing the Graduate Certificate of Tertiary Teaching & Learning (GCTTL) program and proposing options for reconceptualising the GCTTL and tailoring these to the needs and of teaching staff and the institution.

In addition the following positive benefits were achieved:

1. A staff cohort/program team approach to PDTTP
2. The coordinated PDTTP model, recommendations and principles
3. The initiation of a ‘one-stop- PDTTP shop’ for staff to easily access resources for their professional development needs and for the University PDTTP providers to enhance delivery and effectiveness via increased cross-referencing current and planned PDTTP modules, events and programs.
4. A deeper and fuller analysis of the current availability, costs and benefits of professional development and their alignment with RMIT’s Strategic priorities for *Transforming the Future to 2015*.

### 11. **Areas for improvement**

- Further exploration of innovative technologies for survey purposes.
- Review of depth and breadth of consultation and collaboration, to avoid saturation or underrepresentation.

### 12. **Outstanding tasks**

The PDTTP Project concluded with this final report sent to MPC on 5th December 2011. Consequently, there are no outstanding tasks.
## 13. Glossary

**ALTC**  
Australian Learning and Teaching Council, now known as Office for Learning and Teaching in the Department of Education, Employment and Work Relations.

**ASQA**  
Australian Skills Quality Authority. As of 1 July 2011, the Australian Skills Quality Authority (ASQA) is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

**AQF**  
Australian Qualifications Framework. The AQF is a component of the VET Quality Framework and is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

**CELT (HKU)**  
Centre for Enhanced Learning and Teaching, University of Hong Kong

**CES**  
Course Experience Survey

**CEQ**  
The CEQ is made up of a number of scales including the Good Teaching Scale (GTS) and the Overall Satisfaction Index (OSI).

**CI**  
Continuous Improvement

**CoP**  
Communities of practice

**DVC (A)**  
Deputy Vice-Chancellor Academic

**DVC (I&D)**  
Deputy Vice-Chancellor International and Development

**DipVET**  
Diploma of Vocational Education and Training

**Dip VET Practice**  
Diploma of Vocational Education and Training Practice

**Foundation(s)**  
A new suite of PDTTP module/s and resources to be developed in 2012

**GCTTL**  
Graduate Certificate of Tertiary Teaching & Learning

**GTS**  
Good Teaching Scale. Measures students’ perceptions of teaching standards.

**HDR**  
Higher Degree by Research

**HEd**  
Higher Education

**HoS**  
Head of School

**ICT**  
Information and Communication Technology

**L&T**  
Learning and Teaching

**LEAD RMIT**  
A staff development program and online web resource designed to develop leadership capabilities.

**LTU**  
Learning and Teaching Unit

**MPC**  
Major Projects Committee

**MTP**  
Masters (Tertiary Practice) or Masters (Teaching Practice)

**ODT**  
Office of Director TAFE

**OSI**  
Overall Satisfaction Index. The OSI is the percentage of graduates reporting satisfaction with their courses.

**PATHE**  
Sessional

Regular casual academic staff - regular casuals are casuals whose proposed work schedule is known and is likely to remain unchanged during the period of their engagement. As opposed to ad hoc casuals, whose hours are not stable. Their hours to be worked are not scheduled in advance.

SoE

School of Education

T&L

Teaching and Learning

TAFE

Technical & Further Education

TEQSA

Tertiary Education Quality and Standards Agency (TEQSA) is Australia’s regulatory and quality agency for higher education. TEQSA’s primary aim is to ensure that students receive a high quality education at any Australian higher education provider.

TPP

Teaching Preparation Programs

TTP

Tertiary Teaching Practice

UWS

University of Western Sydney

VET

Vocational Education & Training

Vn

Vietnam

VPR

Vice-President Resources

Web 3.0

Semantic web (or the meaning of data), personalization (e.g. iGoogle), intelligent search and behavioural advertising among other things.

Yammer

Yammer is an enterprise social network service, which is used for broadcasting private communication, including threaded conversations, within organizations or between organizational members and pre-designated groups. Access to a Yammer network is determined by a user's Internet domain, so only those with appropriate email addresses may join their respective networks.
14. References

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15. **Appendices**

1. PDTTP Project Plan 2011
2. PD Survey (questions, data)
3. PDTTP Needs Analysis (questions, data, report)
4. PDTTP project 2011: University-wide Consultation and Collaboration (alphabetical)
5. GCTTL Review (Internal, External & CES Reports)
6. PDTTP Academic Professional Development paper
7. Epigeum Online PD L&T modules: Epigeum Online Courses 2012: 'University & College Teaching'
8. PD Learning Spaces 3 year Plan (JR)
9. PDTTP Forum 17th October (Powerpoint)
10. PDTTP Seminar outline (Powerpoint)
11. PDTTP Project Control Group Membership and Terms of Reference
12. PDTTP Risk Register
13. PATHE Recommendations (ALTC project)
14. Sessional PDTTP background
15. PDTTP 2012- 2014 (Business Project Plan)
16. Strategic Priorities for PDTTP aligned with RMIT’s Academic Plan to 2011
17. PDTTP Evaluation Framework: Transforming the RMIT Student Experience via Enhanced Professional Development for Tertiary Teaching Practice
16.  Acknowledgments

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Professional Development for Tertiary Teaching Practice 2011 Forum

Photograph: Margund Sallowsky (RMIT)