Some broad questions

- What standards framework(s)?

- What recognition scheme(s)?

- What processes under any recognition scheme(s): e.g. re
  - Governance structure
  - Resourcing and physical & virtual infrastructure (e.g. re national & institutional infrastructure; assessing & peer review work; acceptable cost)
  - Which educators to be included (e.g. professional staff, enabling, VET, others)
  - Levels of recognition
  - Continuing professional development (CPD)

- Scalable sector-wide approach, appropriate for our context and purpose

What is the problem we are seeking to address?

For example:

- Explicit HE sector-wide commitment to, and assurance of, L&T quality & educator professionalism

- Explicit HE sector-wide commitment to assuring and enhancing the quality of the student experience and of 21st century student learning

- To evidence sector-wide and/or institutional compliance with HE Standards Framework
    - Where is our evidence currently, at either the individual institution or sector-wide level?

- Other: e.g. –
    - To address void created by lack of sector-wide approach (in which individual institutions have developed own solutions);
    - For national and/or international benchmarking;
    - To support academics' L&T career pathways/trajectories and to recognise the contribution of professional staff/3rd space professionals;
    - To address perception that DVCAs' L&T authority has been diminished/we have lost ground in learning leadership & L&T quality debates

    Can we afford *not* to have a response *as a sector* (because reputation of sector relies on success of us all).

    Response to (e.g.): Minister, TEQSA, media, Australian public, internationally, for sector & individual reputation, etc.

    Is there a sense of urgency re this?

Finding common ground?

Are we able to find enough common ground for agreement as to a way forward?

- Are we able to affirm our in principle commitment to a sector-wide ***Statement of Intent to Collaborate on Professional Recognition of Educators*** to enable a sector-wide approach, that is owned by UA/DVCAs, to raising baseline capability and assuring educator professionalism?

- Can we agree on the need for a pluralistic/inclusive approach (or strategy); e.g., that there are several ways in which commitment to educator professionalism might be manifested?

- If so, are there principles or something of a guiding philosophy that might underpin such a *sector-wide* approach?

Some Principles/Guiding Philosophy as to way forward...

If there is consensus for an in principle ***Statement of Intent to Collaborate on Professional Recognition of Educators*** that commits to a sector-wide approach to raising baseline capability and assuring educator professionalisation (for purposes that have been agreed).

And we agree that an pluralistic/inclusive approach (or strategy) is required to enable this commitment

Some possible underpinning principles for such an approach/strategy and a way forward might include:

a) Respect for institutional autonomy and self accreditation

b) Commitment to a collegial, whole-of-sector, approach that is inclusive of all institutions to raise baseline capability. Support may be required for those institutions that have fewer resources to execute their own approach/strategy

c) Recognition that there are pluralistic ways in which individual institutional commitment might be manifested (e.g. via the PSF and Fellowships, ATTS, HERDSA, or other)

d) Agreement that this is a response that is not driven by regulation and is owned by the sector (and not by any one institution).
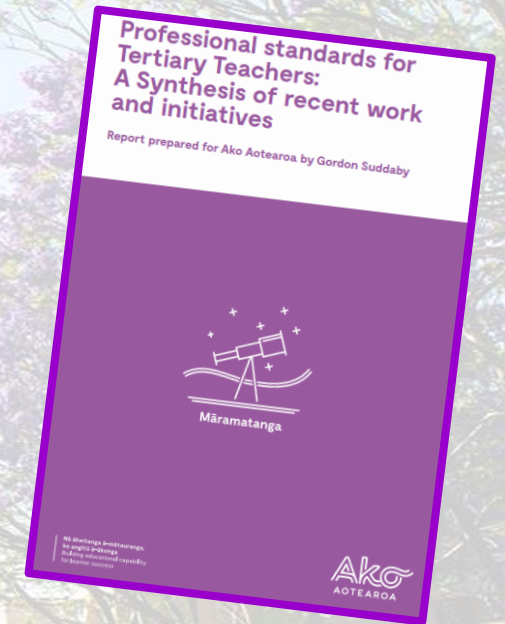
What management and governance relationship?

For "AHE institutions": *possibly…*

* A more devolved governance model than currently and the development of a sector-to-AHE relationship (rather than current individual institution-to-AHE model) that operates more effectively and efficiently at scale, that safeguards Australia from decisions taken for UK/English reasons (e.g. re further merger of organisations or renaming of Fellowships) and that allows for partnership decision-making;

    * NB need to increase number of Australian peer reviewers/accreditors (from 9) recognising the considerable expertise & quality that resides in both Australia and the UK/England.

* As per the NZ AUT precedent, an Australian-ising of the PSF to reflect the Australian context broadly and Indigenous perspectives specifically;

* Extension of the scope of the PSF beyond AQF Level 5 for dual sectors, pathway providers and enabling educators…

The story so far…

- Consistent, scalable, sector-wide approach…

- *Higher Education Standards Framework* 3.2 Staffing:

    3. *Staff… are equipped for their roles, including having:…*

        b. *skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts…*

- October 2018 UA DVCA Committee meeting [Agenda Paper at 3.0]:

    A sector-wide "Statement of Collaboration" w underpinning principles

    Two particular matters for attention:

    - Desire for Australian focus on **professional development and** recognition; *and*

    - Focus on progressing *Universities Australia Indigenous Strategy 2017 - 2020*.

    Map current "Australian ecosystem" of PD capability & recognition (via **CAULLT**)

    Pursue matters with AHE raised as per AHE Confidential Paper of 09/10/18

- New Ako Aotearoa report released on Tuesday 26/02/19: ***Professional standards for Tertiary Teachers: A Synthesis of recent work and initiatives***

https://ako.ac.nz/assets/reports/Synthesis-reports/64b76bfc74/SYNTHESIS-REPORT-Professional-standards-for-Tertiary-Teachers.pdf

Professional standards for Tertiary Teachers: A Synthesis of recent work and initiatives

Report prepared for Ako Aotearoa by Gordon Suddaby

Māramatanga

Ako AOTEAROA

Australian ecosystem of PD capability & recognition

CAULLT

Council of Australasian University Leaders in Learning and Teaching

Australian Universities' Provision of Professional Learning: Environmental Scan

January 30, 2019

Photo by Jordan Encarnacao on Unsplash

Key themes re commitment to educator professionalism

- Policies, EAs, probation & promotion

- Staff providing L&T PD

- Recognition & celebration
  100% T'ing Awards; 52% T'ing grants; Variety of other ways

- Articulation of "teaching quality"
  2/15 w explicit reference to UKPSF
  2/15 w standards based on AUTCS (Chalmers)

- Program provision
  90% report total of **52 formal PD programs** for staff
  (ie, leading to some form of certification or accreditation)
     2unis–1 program; 2unis–2 programs; 12unis–3 programs;
     2unis–5 programs

Statement of Principles

Under this Statement of Principles, Universities Australia (UA) Members commit to collaborate on a student-centric, contemporary and sustainable approach to Professional Development and Recognition of Educators (PDRE). This national approach for educator professionalism is underpinned by the following principles:

- Respect for Member universities' autonomy and self-accrediting status;

- Recognition of the pluralistic ways in which Member universities' commitment may be demonstrated;

- A commitment to being inclusive of all UA Members; and

- A commitment to sector-wide collaboration to the approach for PDRE, with facilitation by the UA DVCA Group.