

Professional Recognition and Development

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CAULLT

BACKGROUND

- Universities Australia DVCA group seeking a shared approach to recognition of teaching quality across all Australian Universities, partly in response to HESF and noting increasing engagement with HEA/AHE across the sector.
- Commissioned project with Sally Kift to explore options
- CAULLT was requested to conduct a professional learning environmental scan by Keitha Dunstan, chair of the UA working group
- Survey #1 yielded 21/35 responses and showed rich diversity in professional learning practice across the sector
- DVCA group added 'development' to 'recognition' and all wanted to make sure their University was represented
- Survey #2 yielded 38/42 responses from Australia and 2/8 responses from NZ

ENVIRONMENTAL SCAN #2

FIVE MAIN AREAS OF INTEREST



Policies, enterprise agreements, probation and promotion



Staffing to provide L&T professional learning



Recognition and celebration



Teaching quality



Program provision

ENVIRONMENTAL SCAN #1 > #2

Total
respondents:
21/35 > 38/42

Advance HE
affiliated
universities: 10
> 18 > (now) 22

Staff
supporting PL:
11.7 > 8.1

Professional
learning
specifically
referred to in
the EA: 43 > 58

PROPOSALS FOR CONSIDERATION

1. Universities Australia consults with all Australian universities to seek consensus on a **national Australian teaching standards framework**, which can be used to underpin teaching quality within institutions; and agree a number of standards which will support an Australian L&T recognition scheme.
2. Universities Australia (or another organisation or individual on their behalf) investigates and seeks an approach to developing the original proposal to the DVCA group for a **national Australian L&T recognition scheme** which is governed by a national L&T organisation, with consideration of funding required to implement the scheme.
3. Membership of the national L&T organisation requires all member universities to implement or confirm annual L&T professional learning requirements for teaching staff.
4. The resulting teaching standards framework be **contextualised for Australia** with reference to our Aboriginal and Torres Strait Islander people. Significant consultation is carried out to achieve this.
5. **Those who complete assessed programs which meet the standard(s) achieve national recognition.** All Australian universities will recognise the completion of such a program at another university.
6. Universities Australia develops a **teaching standards framework** which can be met by all universities.

FOCUS OF DVCA RESPONSE to #2

- Have appointed a DVCA/ CAULLT liaison: Ian Solomonides
- Opportunities to engage in organisation-to-organisation collaborations
- Interest in transportable / recognisable PL opportunities that speak to TEQSA requirements for scholarship and teaching quality
- Interest in CAULLT grant on Micro-credentialling PL
- Possible interest around a national shared and agreed set of standards
- Recognition scheme (no reference to funding)
- *General gnashing of teeth about how OLT would have been able to set this up for all Universities...*

POSSIBLE NEXT STEPS IN PARTNERSHIP WITH DVCA GROUP

Opportunities to engage in organisation-to-organisation collaborations:

- Strategic enactment/support of the *Joint Statement of Principles for Professional Development and Recognition of Educators*
- Strategic enactment/support of the *Good Practice Principles for Course Accreditation and Review of Indigenous Curriculum* with support from Susan Page
- Other DVCA workplan priorities, i.e. academic integrity (assessment?); HE quality and architecture; sharing good practice
- Other DVCA ‘watching briefs’, i.e. participation, inclusion and student support; admissions transparency; cost of teacher placements; emerging business models; freedom of expression
- Priorities? Anything else?