Professional Development Reports

A CONCEPTUAL MODEL FOR THE PROFESSIONAL DEVELOPMENT OF THOSE WHO TEACH IN IRISH HIGHER EDUCATION:

REPORT ON THE FINDINGS OF THE CONSULTATION PROCESS.

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NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

A Conceptual Model for the Professional Development of those who Teach in Irish Higher Education:

Report on the Findings of the Consultation Process.

January 2016

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1. What we asked you

1.1 Background

In order to establish a nationally guided approach to professional development (PD) for those who teach in Irish higher education, the National Forum carried out research to answer the question: What national professional development structures can be created to recognise, enhance, inform and sustain excellent teaching practice that supports/enhances student learning in a diversity of contexts? The resulting consultation document (National Forum, 2015a) highlighted:

- The complexity of the range and types of activities under the concept of professional development;

- Samples of different national, professional and disciplinary approaches;

- Possible models for consideration in the Irish context;

- Suggested objectives for the national framework.

1.2. Guiding questions

Based on this work, we sought feedback from you on:

1. What kind of professional development framework[1] is needed to meet the needs of those teaching in higher education in Ireland?

2. Based on the models presented, is there any particular model either whole or in part which might be relevant to an Irish professional development framework?

3. How can the framework integrate and recognise existing accredited and non-accredited provision?

4. How can the framework integrate and recognise existing professional work-based learning?

5. What management structure would help to make the professional development framework sustainable and give it on-going credibility nationally and internationally?

The professional development consultation process was informed by the outputs of parallel investigations and activities in our work plan, for example:

- The reports on current accredited (National Forum, 2015b) and non-accredited PD activities in the sector (Kenny et al, 2015);

- The Roadmap for Enhancement in a Digital World (National Forum, 2015c);

- The National Seminar Series on 'Teaching for Transitions';

- The Learning Impact Awards;

- The Discipline Engagement with Professional Development report (O'Mahoney, 2015).

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1 **The language around professional development: models, framework, guidelines.**
   We are using the term 'Conceptual Model' to describe the relation between the concepts and ideas that emerged as part of this dialogue. Based on this 'Conceptual Model', there is a need for more detailed 'Guidelines' on how this model could be used in practice. 'Guidelines' is used as an alterative to the word 'Framework', which we initially used, as it was in keeping with the concept of quality enhancement that many of you emphasised.

During the consultation process, we had opportunity to engage in very informative dialogue and gather feedback from many diverse institutions, individuals, networks/discipline groups and professional bodies (See Appendix I and II for details).

2.   What you told us

2.1   How professional development is defined by the sector

There was general acknowledgement of the spectrum of activities that could be considered under the umbrella of professional development. These include both accredited and a range of non–accredited activities (Table 1).

Table 1: Typology of accredited and non–accredited professional development activities

Non-Accredited			
1. Collaborative Non-accredited (non-formal)	2. Unstructured Non-accredited (non-formal)	3. Structured Non-accredited (informal)	4. Accredited (formal)
Learning from these activities comes from their collaborative nature – in this case professional development is not a commodity to be consumed, it is developed through the collaborative process.	These activities are independently led by the individual. Engagement is driven by the individual's needs/ interests. Individuals source the materials themselves.	These are externally organised activities (by an institution, network, disciplinary membership body). They are typically facilitated and have identified learning objectives.	Accredited programmes of study (ECT Credits)
Examples			
Conversations with colleagues, sharing research at a conference, peer review of teaching	Reading articles, following social media, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Workshops, seminars, MOOCs, summer schools.	Professional Certificate, Graduate Diploma, Masters, PhD in: Teaching and Learning; eLearning; Leadership in Education; Education Policy, etc.

The spectrum of professional development activities

There was a strong view that accredited programmes of study were a key component of professional development activities. There is currently a wide range of accredited offerings in Irish Higher Education (n=68 programmes over 22 institutions) that:

- could be increasingly offered on a blended basis, with scope for more online offerings;
- have a teaching, learning and assessment focus, with some scope for more content on digital pedagogy, leadership and administration;
- have a wide range of credit values (National Forum, 2015b).

Many of you reaffirmed the findings of the Accredited Professional Development Provision Report (National Forum, 2015b) that there is a need to consolidate these offerings nationally for a more efficient and effective approach to the quality of professional development in the higher education sector.

Your feedback supported the sharing of a database of available modules as a starting point for this activity and suggested that the National Forum could play a role in facilitating this.

There was a general consensus from most of you that a 'foundation' level module(s) should be available to all staff starting off in their teaching careers. The recommended credit of this module varied between 5-25 ECTs credits. It was noted that some greater consensus on this would be valuable in order to build cross-institutional collaborations. Some of you described this foundation offering as a basis for meeting the requirements for quality assurance of teaching and learning in the sector, with further modules emphasising the quality enhancement aspect. However, there was a difference of opinion as to whether this foundation offering should be made mandatory by all institutions. Many re-emphasised the European Commission's report (2013) that highlights that by 2020 all staff should receive certified pedagogical training.

Alongside any accredited activity, the importance of a more formalised system to recognise prior learning (RPL) was identified.

In the recent review (Kenny et al, 2015) of structured non-accredited activities (such as workshops and seminars), the usefulness of these activities was highlighted on the basis that they:

- gave staff some of the vocabulary for teaching and learning;
- increased participants' confidence in teaching though dialogue with peers;
- tended to be more responsive than accredited provision to changing institutional needs.

There was a strong message from many of you that professional development is most valuable as a work-based activity.
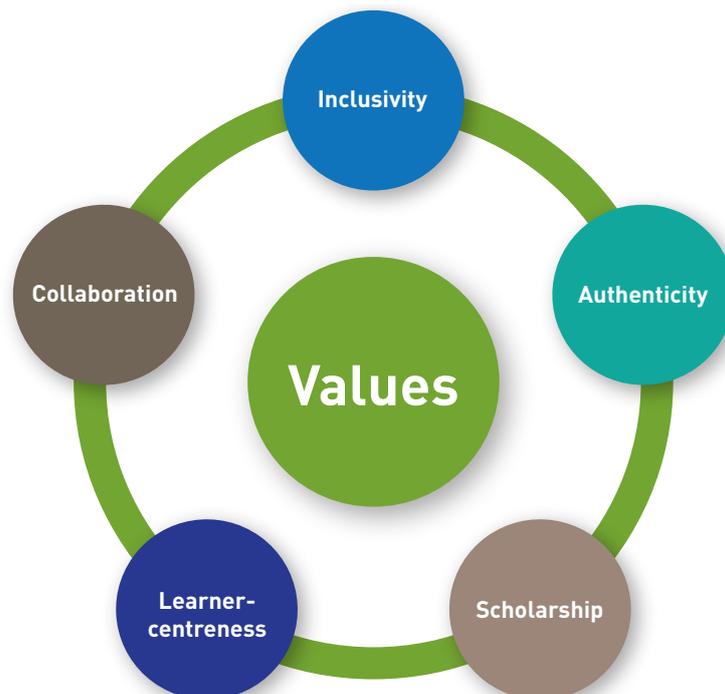
Inclusion of the term 'Scholarship'

Very many of you strongly view 'the scholarship of teaching [as] important'. In practice, there can be range of activities that are represented by this term, which can start from staff sharing their teaching practices locally with colleagues (discussions, presentations, sharing resources) through to researching into teaching and learning and disseminating these in peer-reviewed journals. Given the emphasis on the scholarship of teaching and learning in the consultation, we think there is a need to articulate the 'scholarship of teaching and learning' in any proposed model for professional development for those who teach in Irish higher education.

2.2 Professional development should be underpinned by strong values

In your feedback, there was strong support for having a 'values-driven' model supporting professional development activity. There was a desire for a transparent set of values[2] around the model itself; also acknowledging the student values in how they learn and the individual personal and professional values among those who teach in higher education. This is in keeping with some of the professional development frameworks explored as part of the consultation process, for example, the Teaching Council of Ireland's emerging framework.

Figure 1 presents the core values that were identified and espoused by educators throughout the sector.

Figure 1: Core values underpinning the model that emerged from your feedback

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2   Values have been described as 'the moral principles and beliefs or accepted standards of a person or social group'. A value system is a 'set of values according to which people, a society, or organization regulate their behaviour' http://www.collinsdictionary.com/dictionary/english/value

Inclusivity

There was a strong recognition that a professional development model should be inclusive of the wide range of staff who contribute to teaching, learning and scholarship in higher education. It was considered to be important that the model, and its associated guidelines, is inclusive to this wider group who teach in this sector, i.e. academic staff, librarians, education technologists/developers, teaching assistants. Many of you highlighted the need to support the large group of part-time teachers who are key contributors to the student learning experience and who may be linked with more than one institution. The model, it was felt, should allow for flexible pathways for different staff specialisms and changing work contexts. It should be sensitive to changes in staff roles and responsibilities, including research. In addition, the model should be flexible for the range of different professional learning opportunities and be applicable to staff at all levels and stages of their careers.

Authenticity

Professional development should be authentic, in that it must allow for genuine and personally relevant engagement by participants. It should also be relevant to the individual within their discipline and to the institution(s) involved in their professional development. Approaches to teaching and learning in the discipline should be recognised and valued (the discipline pedagogy). The academic department, as a key unit of development and change, was acknowledged as an important consideration in the context of a professional development approach. It was strongly felt that the approach should not give rise to 'tick box' behaviour, but rather allow for substantial and impactful engagement. It should be authentic and it should be manageable in the time available. Some of you also emphasised the importance of the national and international credibility of a professional development approach. To ensure that the associated guidelines support authenticity, they should be reviewed and changed over time, where appropriate. This would suggest a phased development, piloting and review of the model and the articulation of more detailed guidelines over a period.

Scholarship

Many of you highlighted that a professional development model should be evidence-based and encourage staff to be informed on, knowledgeable about, and have the capacity to contribute to the evidence base of their teaching. The model should encourage linking with established best practices in professional development while also fostering innovation on the basis of evidence. The students involved in the consultation process also emphasised the importance of teaching having an evidence base. There is generally a strong and growing interest in the scholarship of teaching and learning in the sector, identified in the non-accredited and accredited reports.

Learner-centredness

There were two learners referred to in this value, staff as a learner and student as a learner. Your feedback acknowledges that professional development should be learner-centred, driven by the values, needs and motivations of both students and the individual staff learner. It should emphasise the importance of the 'self' in learning. Professional development should strongly align with an individual's teaching practice and attempt to be transformative of staff knowledge and skills. Reflective practice was noted by many of you as a key lever for interrogating and transforming individual teaching practices over time and across contexts.

An extension of this concept of (staff) learner-centred was that of a student-centred approach to teaching. The model should support innovative and creative teaching and learning approaches which aim to improve student engagement and empowerment in their learning. The model should support teaching, learning and assessment approaches that have highest impact on students.

Collaboration

The model, although focused around the individual staff learner, should also encourage social learning that is key to learning in the work context and supported by many learning theories. It should encourage staff peer dialogue and support the mentoring of other staff. Although most of you strongly emphasised the role of individual institutions, it was acknowledged that there is a need to build on existing inter-institutional activity for a more efficient and collaborative approach to professional development. There was a strong support for the development and recognition of communities of practice that enhance professional learning in local, disciplinary or cross-disciplinary contexts.

These values give rise to the following value-based actions for the guidelines:

i. Empowering staff to create, discover and engage in meaningful professional development activity, in the changing context of higher education, throughout their careers (*authenticity; inclusivity; learner-centredness*)

ii. Encouraging recognition and linkages between the wide range of existing and emerging professional development activity: i.e. accredited; structured non-accredited; unstructured non-accredited; collaborative non-accredited (*authenticity; inclusivity; learner-centredness*)

iii. Incorporating pedagogy of the discipline for relevance and authenticity (*authenticity; learner-centredness*)

iv. Assisting in quality enhancement and assurance of the quality of the student learning experience (*scholarship; learner-centredness; authenticity*)

v. Assisting staff to reflect on and to contribute to evidence-based transformation of their teaching and learning approaches (*scholarship; learner-centredness; collaboration*)

vi. Encouraging peer dialogue and support (*collaboration; scholarship*)

vii. Being flexible to the needs of the different disciplines and work contexts (*inclusivity; authenticity*)

viii. Identifying both minimum knowledge and skills for those in the early stages of their professional development and some flexible pathways for all staff (*authenticity; learner-centredness; inclusivity*)

ix. Being clear, i.e. making available good descriptions of teaching and incorporating clear language (*authenticity, learner-centredness*).

x. Assisting institutions to develop their own policies, procedures and plans for staff professional development (*authenticity; learner-centredness*)

These values and related actions should guide the processes used by individuals, academic departments and institutions to recognise, inform, enhance and sustain professional development.

2.3 What model of professional development would be appropriate for those who teach in Irish higher education?

Though there was no consensus on which of the models presented in the consultation document was most suitable for the Irish Higher Education Sector, the merits and challenges were richly discussed in your feedback. Discussions suggested that selecting the best features from each of the models was the most appropriate approach, i.e. a combination of the progressive nature of Model 1, the foundation level of Model 2, the specialist options of Model 3 and the institutional autonomy with national standards from Model 4.

Model 1. The Linear – Staged Model

Clear progression was thought to be very suitable for new entrants to higher education teaching while this aspect was also deemed somewhat daunting and formalised. The lack of flexibility for disciplines and practices was its main demerit and the challenge of defining each level of excellence of expertise across disciplines and contexts may be very difficult. Though clear and simple, this model received the least attention in the consultation process.

Model 2. Foundation – Specialist

This model was favoured by approximately 20% of respondents though usually linked to Model 3. The foundation element is very important for the sector and seen as an opportunity to develop key skills for teaching and reflective practice at early career stages. However, suitability of a generic entry level point was questioned. It may not be appropriate for the entire sector and management of such an approach across the diversity of institutions and disciplines would be a challenge. The focus on specialisms was valued highly by most of you, who saw opportunities including the identification of specialisms through teaching practices or through discipline-specific bodies. Challenges arise for more experienced staff who may have developed highly specialised skills which would need to be recognised in a national approach. One specific suggestion explained each level of the guidelines as having components on reflection, methodological points and relationships with others in the profession. To many respondents, the personal identity with a freedom to develop specialisms was important.

Model 3. Staged – Specialist

This model was rarely favoured in isolation but seen to have the desired attributes of the Linear - Staged and Foundation-Specialist models of 1 and 2 and great potential when merged with model 2 or 4. The options for enhancement of professional development skills and the means of marking a standard while enabling reflective practice were particularly favoured. The use of a professional portfolio may fit this model very well. As with model 2, challenges arise when it comes to defining specialist options. The capacity of the sector to provide multiple options at progressing levels in a sustainable manner must be determined.

Model 4. Central requirement – Institutional implementation

Many of you favoured this model as it prioritised the role of institutions and it was deemed the best suited to capture existing provision and practices. National standards or guidelines were welcomed and they align with the calls in recent policy statements at Irish and European levels, including the revised European

Standard and Guidelines (2015). A national language informed by a national approach seemed particularly important to many of those with whom we consulted. There is a considerable challenge in finding agreement and consensus across institutions on issues relating to the identification of standards and it may be beneficial to initially develop more flexible guidelines. Standards, or guidelines, should be written to be flexible, accessible, holistic, rich and they should not be excessively prescriptive. Though this model enables institutions to incorporate any best practice examples they are using and promote exemplars in line with their institutional missions and strategies, there is a concern that it may be is too compliance focused and needs the desired enhancement characteristics of Model 3. This feedback in particular supports the use of the development of 'Guidelines' for the Irish context.
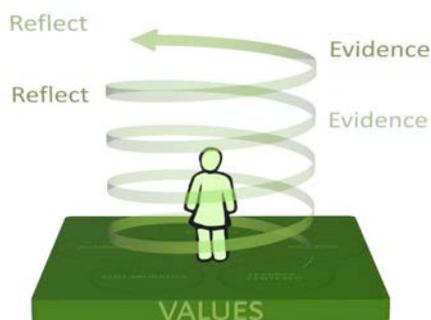
2.4 Flexibility to the diverse staff and their changing roles over time

Based on your feedback, there is a strong view that teaching staff should engage in a continuous cycle of evidence-based reflection on practice over the life-long learning process (See Figure 2).

Reflection was a key process mentioned by many. Some of you in particular highlighted the need for critical reflection. However, this process is more familiar in some disciplines than others, and in the emerging model of professional development, there is a need to present a clear structure for this reflective process.

Some submissions talked of the teacher as an 'adaptive expert' (Bransford et al., 2005) and highlighted Staber and Sydow's (2002) view of adaptive capacity as a dynamic process that allows for ambiguity and complexity in a time of continuous change. Some of you referred to action research models of change and/or referred to Timperley's (2011) evidence-based professional learning cycle.

Figure 2: Cycle of evidence-based reflection

The developmental aspect of a person's career was mentioned by many of you, elaborating how it was important that any model takes into account early, middle and later careers. The novice to expert language had mixed reactions in your feedback. Some professional frameworks develop in association with predetermined 'levels' such as Associate Fellow, Fellow, Senior Fellow or relevant disciplinary professional

titles (i.e. Chartered). However, if the new Irish model is to be inclusive of different professional groups, this approach may not be suitable. Figure 3 presents an initial suggestion for some terminology relating to different 'phases' which represents this developmental aspect, i.e. Newcomer, Practitioner, Mentor and Leader. This progression, however, is not always linear, for example, although some may be Leaders in their later careers they may be Newcomers in an area such as educational technology. There will always be elements in a career that require staff to up-skill or revisit, and which will be more inclusive of earlier levels, even at advanced stages in a career (Figure 3).

Figure 3: The different phases of CPD for lifelong learning

As mentioned earlier, there was a continued reference in your feedback to the importance of the context, in particular the immediate work or practice-based context. It was reported that many of the models also did not seem to capture the socio-cultural view of learning, where community and collaboration are engaged with at different levels. Nor did the models place emphasis on the socio-political, physical and economic context, for example, that staff need to respond to changing student populations, resources, economic drivers, internationalisation, physical environment, etc. A dynamic model is needed to 'fit into the landscape'. Therefore, the emerging professional development model should represent the individual pathways staff take in the different phases (as in Figure 3) in their practice and the wider context.

2.5   Key domains for inclusion in the model

'A professional development framework is a system that provides individuals with potential routes for their continuing professional development in specific domains..' (National Forum, 2015a, p 5).

Most professional development frameworks identify overarching domains (or elements) that assist in the articulation of the key areas for consideration in professional development. Based on your feedback, we have identified five domains that represent the key areas in teaching, learning and scholarship and a first iteration of the indicators in these domains are highlighted in Appendix IV.

The key domains are:

The Self (Intrinsic Individual)

Professional Communication and Dialogue.

Professional Identity and Development

Professional Knowledge and Skills

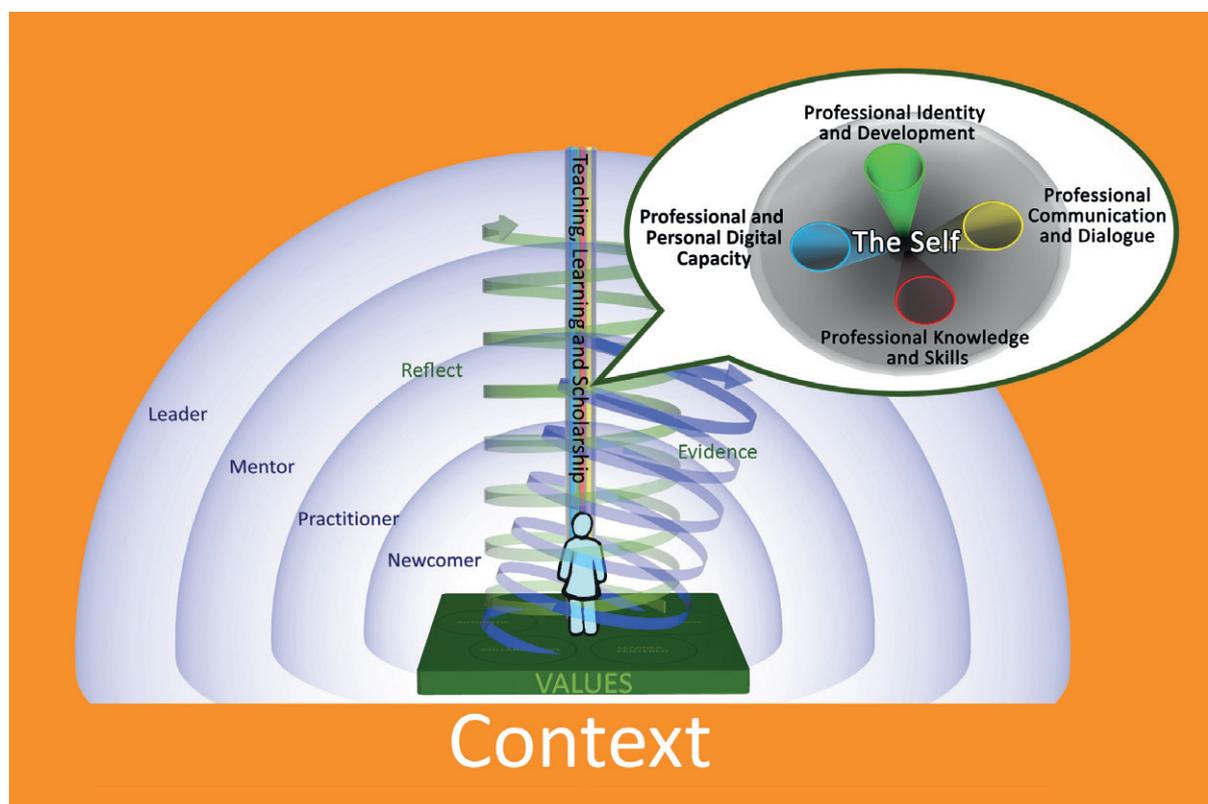**Professional and Personal Digital Capacity**

Figure 4 attempts to present a holistic approach to professional development, positioning the five domains within the core of the model with the intrinsic individuality of the staff member in the centre, i.e. **the 'Self'**. In doing so the professional and personal values that the individual brings to their teaching, including self-awareness, confidence, life experience, and affective aspects associated with teaching are made explicit. It makes transparent the importance of the personal values of the individual that underpin the human interaction needed for teaching. An additional element to this domain is the increasingly recognised role that positive and negative emotions play in teaching, i.e. confidence, anxiety, anger. '*The emotional aspects of teaching should be dealt with during pedagogical training, alongside theoretical and practical information concerning teaching and learning*' (Postareff & Lindblom-Ylänne, 2011, p810).

The next domain, **Professional Identity and Development**, emphasises the importance of the development and self-evaluation of professional identity and its associated roles, responsibilities and action plans.

The **Professional Communication and Dialogue** domain emphasises the importance of the skill of communication, dialogue and collaboration with others in the professional learning process.

The **Professional Knowledge and Skills** domain addresses the knowledge and capacity to design and implement teaching, learning and assessment approaches. It emphasises the importance of the disciplinary approaches to teaching (disciplinary pedagogies), while also drawing on inter-disciplinary experiences and approaches. This domain also includes the scholarship of teaching, including critical reflection on teaching, gathering and sharing of evidence of teaching approaches. An extension of this domain, but separated out given its national strategic significance, is the person's **Professional and Personal Digital Capacity**. This domain will draw on the findings of the National Forum's Digital Road map and the themes used in the National Forum's funded project on digital skills development.

Figure 4: The individual self in practice and in the wider context.

Your feedback highlighted that the model needs to be clearly described and the details within the guidelines expanded for different phases in the careers of staff in higher education. The descriptors and indicators in the emerging guidelines need to be useful in different contexts; they should not be overly prescriptive and should emphasise a life-long learning trajectory. The Accredited Professional Development Provision Report (National Forum, 2015b) should also help guide this, for example:

> Over 40% of the course content, as indicated by the programme objectives, aims to develop generic teaching and learning skills and competence that integrate theory and practice. Only a small proportion of programme objectives focused explicitly on policy and practice in higher education (circa 5%), the development of creative and critical thinking skills (circa 1%), the development of leadership and management skills (circa 1%) or the development as an RPL assessor (circa 1%). Over 25% of the programme objectives made explicit the need for participants to develop as reflective practitioners and to develop their scholarship of teaching and learning. 18% of programme objectives were linked to the development of research skills with many emphasising the need to work towards publication'
> (National Forum, 2015b, p20).

Appendix IV sets out the initial suggested indicators in these domains, which provides an initial proposed outline of more detailed guidelines. Further consultation and piloting of the professional development model and these indicators needs to be completed.

2.6 Implementation and sustainability of the model and its associated guidelines

To facilitate the implementation of a professional development model and its associated guidelines across the sector, there is a need for processes that underpin its sustainability within and across institutions. You gave some feedback and asked some additional questions (see Appendix III) on how these guidelines would be implemented and sustained in the Irish context. The dialogue with the seven professional bodies focused in particular on how guidelines could be implemented in practice. For many of these groups, CPD is a requirement for continuing registration. The following gives particular, but not exclusive or comprehensive focus to their experiences and suggestions:

Institution-led and building on existing activity

Given the strong influence of the context, it was not surprising that institutions emerged as the key stakeholder to ensure authentic engagement with a more nationally integrated approach to professional development. The ownership should rest with higher education institutions. There should be flexibility for institutions to interpret and the national approach should accommodate institutional priorities. The existing non-accredited activity in the sector is very institutionally-led, responding to strategic needs. Many of you highlighted that within the institutions, Head of Departments/Schools and programme teams were key to the establishment and success of this process for individual staff. The Head of Department was also identified as a key agent of change in the National Forum's digital roadmap. However, it was also regularly noted that in tandem with this leadership at discipline level, there is a requirement for national direction/guidance on this activity. The process of professional development should be part of the wider existing and developing institutional quality assurance and improvement processes that aim to enhance teaching and learning. In was also emphasised by many of you that the national approach should have regard to the existing range of institutional and regional professional development activity. Engineering Ireland (EI) highlighted the importance of a communication strategy to enhance the awareness of the guidelines and to ensure engagement, especially if there is to be a mandatory aspect of the guidelines. Their CPD is to become mandatory in 2017. Engineering Ireland and many of the other professional bodies emphasised the importance of an extended consultation process in its development. The Pharmaceutical Society of Ireland maintained that a CPD framework took a long time and extensive consultation activity was key to gaining support.

Amount of CPD required

Some professional bodies highlighted an expectation of the amount of CPD required in a given time, for example, The Royal Institutes of Architects, Ireland highlight that 40 hours must be completed annually, 20 of which must be formal, structured or certified. The Irish Association of Social Workers assign credits for CPD based on self-devised needs and must identify three personal needs annually.

Benchmarking and enhancement

Engineers Ireland identified the usefulness of the Employers' Framework, where companies sign up to have their HR and CPD practices benchmarked and enhanced. In relation to this theme, one driver for implementing of PD at institution or School/Department level is a process similar to the Athena Swan (2015)

process. We conducted an interview with a representative from this approach. In this process, institutions seek to commit to a set of previously agreed principles of good practices and then proceed to apply for a departmental or institutional award in this area. This encourages meaningful conversations at strategic level on the enhancement of teaching, learning and scholarship, leading to agreed institutional actions for enhancement. The establishment of an additional set of guidelines, for institutions, using a process similar to this would offer the potential to be a useful catalyst for engagement in implementing a coordinated approach to professional development in higher education.

Online documentation, including digital badging and ePortfolios

Many of you highlighted the importance of developing an online platform to capture the CPD in a simple and user-friendly manner. The Irish Computer Society are exploring the possibility of an App which would track some of the structured non-accredited activity, such as conference attendance. In addition they are exploring a tool to assist staff to profile themselves against their framework, similar to the AIHMA Career Maps. The Royal Institutes of Architects, Ireland highlighted the technical challenge of capturing CPD online. The Teaching Council of Ireland are exploring the use of EverNote and Josh for recording of CPD activities. Engineering Ireland use a competency badging system for members to plot their own development and careers. Others in the consultation process also highlighted digital badges as an approach to documenting on-going non-accredited activity. Digital badges are being used in professional development contexts to recognise more fine-grained skills and activities with a view to documenting these. ePortfolios/portfolios were mentioned by many of you as a way of recording reflection and evidence of CPD.

Competency criteria, indicator/standards: local or national

Competency criteria have been used by the Irish Computer Society, but to date there have been no mandatory components. The Teaching Council of Ireland have decided not to use the word 'competencies'. Instead they plan, in their proposed framework, to use three criteria which are linked to either indicators or standards for newly qualified staff. Many respondents discussed terms such as standards, criteria, benchmarks. Some of these terms, such as standards, were linked with the professions who have on-going professional accreditation requirements. However, most of you were in agreement that there was a need to have some type of national indicators that would be flexible enough to give guidance on good teaching, learning and scholarship approaches. Many of you maintained that the National Forum should identify 'core domains, descriptors for national coherence'. However, these should be rich but again, not overly prescriptive.

Oversight, management, promotions

To ensure its sustainability, many of you highlighted that there is a need for some support and/or governance groups and in particular 'senior management buy-in'. You emphasised the importance of resourcing education developers and the key role that Teaching & Learning and HR units have to play in the enhancement within institutions. Many highlighted the human and financial resources required for sustainability. Institutional policies, such as HR policies are vital to the process. The need for a strong link with promotion criteria was highlighted by many as being crucial to engaging with CPD.

3. Where to next?

3.1 Summary

Having had the opportunity to have an extensive dialogue with many of you in the sector, an initial model has been developed (See Appendix V).

3.2. Next steps

Many of the respondents, in particular the professional bodies, highlighted the value of getting 'authentic' guidelines and recommended that these should be done in incremental steps with further consultation. Some incremental steps in this process are set out below (Table 2).

Table 2: Suggested timeline for implementation of the model and the guidelines

Steps in the process	Time-lines 2016-2017	Consultation and/or evaluation
1) To review the model presented in this document	Presented on 10th Dec 2015	Feedback by 18th January 2016
2) Produce the 1st draft of the PD guidelines for those who teach in Irish higher education Distribute to Institutions for comment	January 31st 2016	Feedback by early April 2016
3) Produce first draft of Institutional guidelines for the enhancement of teaching and learning Distribute to Institutions for comment	Early April	Feedback by early June 2016
4) Pilot the PD guidelines and institutional guidelines in a selection of institutions	September	September 2016/17.
Other Associated Activities		
5) Investigate the potential of digital badges to record non-accredited professional development activity, building on the All-aboard (2015) project.	January – June 2016	Evaluation in line with the All aboard project deadlines
6) Develop and share a data-base of modules on accredited programme, for sharing across the sector	January – June 2016	Ongoing
7) Develop an RPL strategy for national CPD enhancement, in line with other National Forum projects in the sector	January – June 2016	Ongoing
8) Investigate ePortfolio or other on-line approaches for individual professional development monitoring (link with current projects in this area)	January – June 2016	Ongoing

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Appendix I: Written Consultation Respondents

Institutions
Athlone Institute of Technology
Carlow Institute of Technology
College of Computer Technology
Dublin City University (DCU)
Dublin Institute of Technology (DIT)
Dundalk Institute of Technology (DKIT)
Institute of Art, Design and Technology, Dun Laoghaire
Letterkenny Institute of Technology
Limerick Institute of Technology
Mary Immaculate College, Limerick
National University of Ireland Galway
National University of Ireland, Maynooth (NUIM)
St Nicholas Montessori College Ireland (SNMCI)
Institute of Technology, Tallaght Dublin (ITTD)
Institute of Technology, Tralee
Trinity College Dublin
University College Dublin
University College Cork
University of Limerick
Waterford Institute of Technology
Networks and Other Stakeholders
AHEAD
AISHE (All Ireland Soc. For HE)
All Aboard Project (National University of Ireland Galway)
Campus Engage National Network
DTRiP (Division of Teachers and Researchers of the Psy. Soc. Of Ireland)
EDIN (Educational Developers in Ireland Network)
Facilitate (NUIM)
HECA/Hibernia College

Irish Research Council
Learning Innovation Network (LIN)
PEPAYS Ireland & RCEPP
Union of Students of Ireland
Individual Submissions
Angela Short (DKIT)
Anita Prunty (St Patricks College of Education)
Fionnula Brennan, Lecturing Staff, Sch. Of Humanities (Waterford IT)
Gavin Clinch (Sligo Institute of Technology)
Irene McCormack (Carlow Institute of Technology)
Janet Carton (Research Supervisor Support and Dev. Working Group)
Jen Harvey, Learning, Teaching & Technology Centre (LTTC), at Dublin Institute of Technology
Martina Ní Chúlain (College of Medicine, Nursing & Health Science)
Tom Farrelly (Institute of Technology, Tralee)
Professional Bodies
Athena Swan
Engineer's Ireland
Irish Computer Society (ICS) Professional Body
Irish Association of Social Workers
National Teaching Council
PSI (Pharmacy)
RIAH

Appendix II Methodology and data analysis overview

Methodology

The National Forum launched the consultation document '*Mapping professional development pathways for those who teach in Irish higher education: Where are we now and where do we want to go?*' on March 10th 2015 and closed the consultation in June 2015. In this time 40 written response submissions were received from higher education institutions, organisations, networks and individuals. In addition, there were 20 institutional face-to-face consultations (group discussions with staff/students), these have combined to shape the findings in this report. A list of the contributors can be seen in Appendix 1. The guiding questions for the consultation were:

6. What kind of professional development framework is needed to meet the needs of those teaching in higher education in Ireland?

7. Based on the models presented, is there any particular model either whole or in part which might be relevant to an Irish professional development framework?

8. How can the framework integrate and recognise existing accredited and non-accredited provision?

9. How can the framework integrate and recognise existing professional work-based learning?

10. What management structure would help to make the professional development framework sustainable and give it on-going credibility nationally and internationally?

For different perspectives, seven interview-style meetings were held with professional bodies to learn from their experiences and approaches to CPD (see list in Appendix I). The guiding questions for these meetings were:

- How was the competency framework born?

- What existing frameworks did you look at or learn from?

- How did you agree competencies?

- How did you gain and ensure stakeholders buy in/membership support?

- Is your framework a guideline or accredited, is it aligned on the NFQ?

- If your organisation was to go back and start again is there something would you do differently?

Data Analysis

The data from the interview notes, written submissions and group-discussion notes were analysed using a thematic analysis approach (Braun & Clarke, 2006). As data emerged from the initial responses, initial ideas, concepts or suggestion were fed back for review to the next participants. The themes were therefore developed in an iterative and reflective manner. There are plans to further review and refine these themes, including incorporating the responses to this report into the data analysis (Braun & Clarke, 2006). The themes emerging can be broadly presented under the following six areas and form the structure of this report:

1. Underlying values and principles of the guidelines

2. The sector's understanding of the concept of professional development

3. Flexibility to the diverse staff and their changing roles over time

4. Importance of work-based learning and other contexts

5. Key elements/domains for inclusion in a framework/guidelines

6. Implementation and sustainability of the guidelines in the Irish context.

Appendix III   Additional Questions raised by Stakeholders

- Who will oversee the guidelines

- Is it for those who teach and/or those who support learning?

- How inclusive should this be?

- What kinds of knowledge, skills and competences are required for teaching? How will they be identified? How they be achieved and assessed under the framework?

- Will there be a need to register as a HE teacher?

- Is the intention to ultimately have a professional register for HE teachers?

- What is the role of values? How do they underpin a professional development framework?

- What will be the impact of the revised ESGs which have been adopted? T&L is a key part of the standards and guidelines

- Who will provide the external credibility with respect to training and accreditation for teaching and supporting learning?

- What are the incentives for staff to engage in APD/CPD?

- Peer mentoring for lecturers – lecturing supporting colleagues, is there a role for a national peer mentoring system?

- Who will evaluate the outcomes of CPD on the framework and at what cost?

- Does the guidelines articulate the domains of professional knowledge,

- What consequences will exist for those who are deemed not to have met the standards?

- Where does the NF derive its (legal?) authority to act in this field?

- What is the NF's particular mandate in the field of professional development?

Appendix IV The Domains and their Provisional Indicators (Version 1, December 2015)

Self (Intrinsic Individuality)	Professional Identity and Development	Professional Communication and Dialogue	Professional Knowledge and Skills	Professional and Personal Digital Capacity

Develop awareness and impact of own personal values on teaching
 	
Explore and articulate emotions that influence teaching and learning
 	
Develop self-awareness and self-efficacy for enhancement of teaching and learning
	Articulate perception of identity
	
	Explore current roles and responsibilities
	
	Develop a situated and informed action plan for professional development
	
	Develop appropriate risk taking strategies for enhancement of teaching.
	
	Self-and peer evaluate your professional development progress in different contexts
	
	Develop leadership, mentoring or other more emerging roles
		Develop a diversity of communication skills (written, verbal, visual) with/to:
		    students;
		    with teams,
		    across institutions,
		    with peers,
		    with media, industry.
		
		Develop and engage in inter-disciplinary dialogue an/or activities
		
		Explore international and national connections
		
		Engage in teaching, discipline, and/or cross disciplinary communities of practice;
			Communicate and use current disciplinary/ subject knowledge in practice
			
			Design teaching, modules and/or curriculum
			
			Critically apply appropriate teaching, learning, assessment and feedback approaches
			
			Explore and, where appropriate, apply innovative and creative approaches to student-centered learning.
			
			Develop knowledge of and be responsive to socio-cultural, political contexts (including relevant international, national and institutional policies..)
			
			Develop an awareness of/and application of the discipline pedagogy
			
			Critically evaluate teaching and learning, i.e. student and peer feedback.
			
			Develop of the scholarship of teaching (sharing of practice, developing evidence-base, dissemination of practices)
				Develop professional and personal digital capacity in the following areas:
				
				    Communication and Collaboration;
				    Create and innovate;
				    Find and use;
				    Identity and Well being;
				    Teach and Learn;
				    Tools and technologies.
				
				(as per All-aboard project)

Appendix V   Overview of the model for consultation

A CONCEPTUAL MODEL FOR THE PROFESSIONAL DEVELOPMENT OF THOSE WHO TEACH IN IRISH HIGHER EDUCATION

National Forum for the Enhancement of Teaching and Learning 2015

A summary of the main outputs of the consutation process to December 2015

How is professional development defined by the sector?

There was general acknowledgement of the spectrum of activities that could be considered under the umbrella of professional development. These include both accredited and a range of non accredited activities (Table 1).

Table 1: Typology and examples of accredited and non-accredited professional development activities

Non-Accredited			
1. Collaborative Non-accredited (non-formal)	2. Unstructured Non-accredited (non-formal)	3. Structured Non-accredited (informal)	4. Accredited (formal)
Conversations with colleagues, sharing research at a conference, peer review of teaching	Reading articles, following social media, watching video tutorials, keeping a reflective teaching journal/ portfolio, preparing an article for publication	Workshops, seminars, MOOCs, Dublin eLearning summer school	Professional Certificate, Graduate Diploma, Masters, PhD in: teaching and learning; eLearning; Leadership, etc.

What model of professional development would suit the Irish context?

1   *The model should be values-based (see Figure 1)*

Figure 1: Values underpinning the model that emerged from your feedback

These values give rise to the following value-based actions:

ii. encourage recognition and linkages between the wide range of existing and emerging professional development activity: i.e. accredited; structured non-accredited; unstructured non-accredited; collaborative non-accredited *(authentic; inclusive; learner-centred)*

iii. assist institutions to develop their own policies, procedures and plans for staff professional development *(authentic; learner-centred)*

iv. incorporate pedagogy of the discipline for relevance and authenticity *(authentic; learner-centred)*

v. assist in quality enhancement and assurance of the student learning experience *(scholarly; learner-centred; authentic)*

vi. assist staff to reflect on and to contribute to evidence-based transformation of their teaching and learning approaches *(scholarly; learner-centred; collaborative)*

vii. encourage peer dialogue and support *(collaborative; scholarly)*

viii. be flexible to the needs of the different disciplines and work contexts *(inclusive; authentic)*

ix. identify both minimum knowledge and skills for those in the early stages of their professional development and some flexible pathways for all staff *(authentic; learner-centred; inclusive)*

x. be clear, i.e. make available good descriptions of teaching and incorporate clear language *(authentic)*.

2 *The model should capture a continuous cycle of reflection, guided by experience and evidence-based practice (Figure 2)*
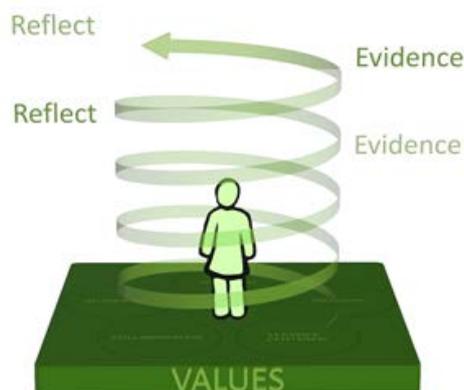

Figure 2: Cycle of Evidence-based Reflection

3 *The model should recognise that there are different stages in a professional career : Newcomer, Practitioner, Mentor, Leader.*
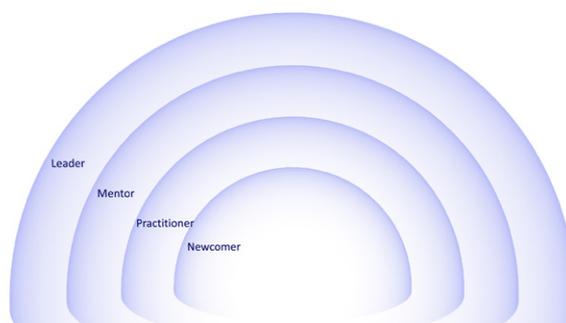

Figure 3: Different phases of CPD for lifeong learning

4 *The model should incorporate the key elements of teaching, learning and scholarship* , these include:

Self

Professional Identity and Development

Professional Communication and Dialogue

Professional Knowledge and Skills

Professional and Personal Digital Capacity

A fundamental aspect of this model is that the first domain is that of the *'Self'*. This represents the intrinsic individuality that each person brings to their teaching. It makes transparent the importance of the personal values of the individual that underpin the human interaction in teaching and learning. The next domain, *Professional Identity and Development*, emphasises the importance of the development and self-evaluation of professional identity and its associated roles, responsibilities and action plans. The *Professional Communication and Dialogue* domain emphasises the importance of the skill of communication, dialogue and collaboration with others in the professional learning process. The *Professional Knowledge and Skills* domain addresses the design and implementation of teaching, learning and assessment approaches. This domain also includes the scholarship of teaching, including critical reflection on teaching, gathering and sharing of evidence of teaching approaches. An extension of this domain, but separated out given its national strategic significance, is the person's *Professional and Personal Digital Capacity*. This domain will draw on themes used in the National Forum's funded project on digital skills development. The model takes account both the horizontal and vertical professional development. It acknowledges the wider institutional and socio-political contexts that strongly influence professional development. It assumes that professional learning happens not only in structured events, but also within the context of work-based practice.
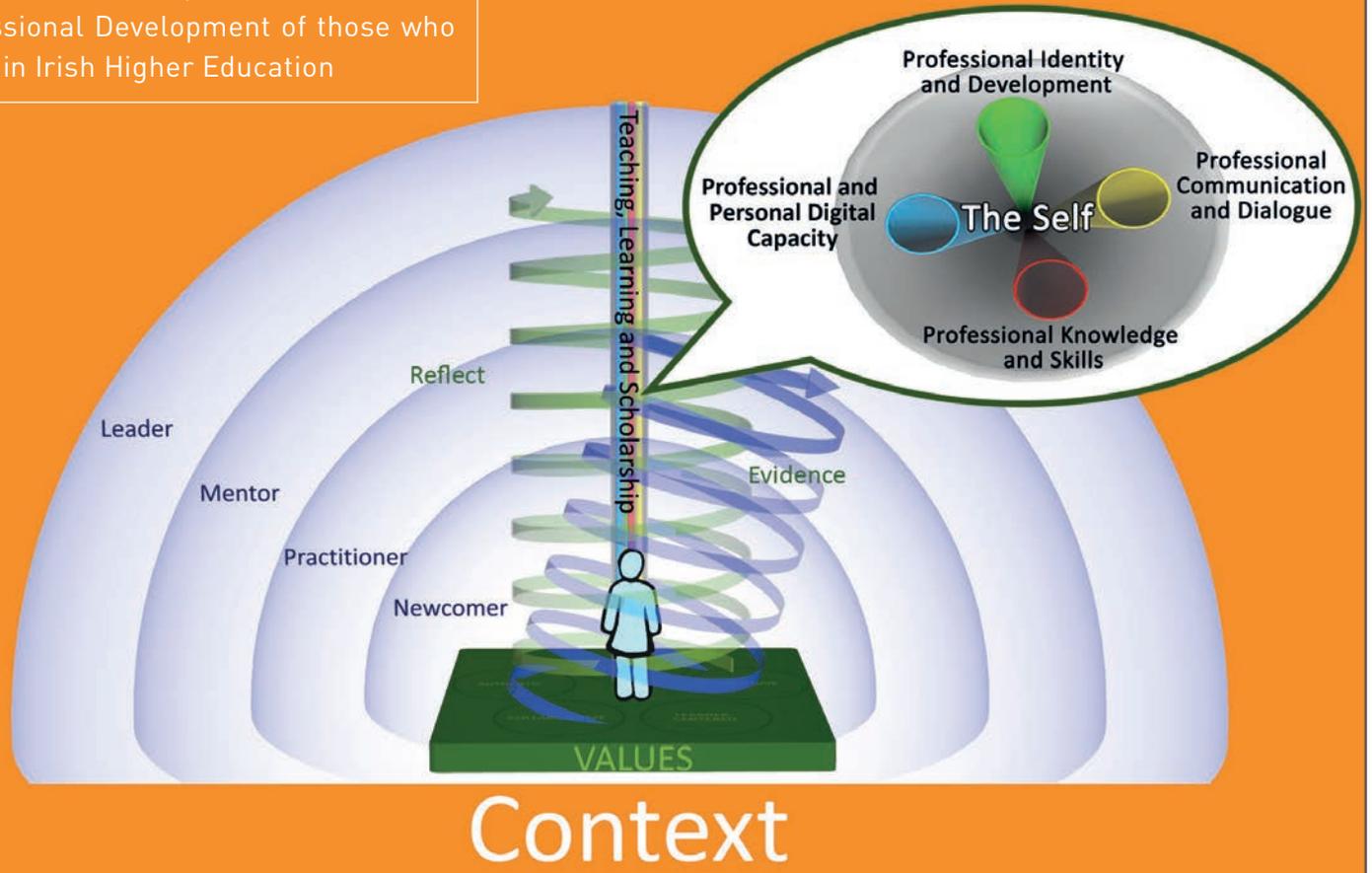
What Next?

Based on this model, the next step is to produce some practical guidelines for its implementation, in particular,

    a) to support higher education institutions to facilitate the authentic development of their own staff and

    b) to develop strategies for the recognition of prior learning in this process (RPL).

This summary describes an initial conceptual model (Figure 4) developed from the inputs of many of you across the sector. We will continue to consult with you to create an approach to professional development for those who teach, which is tailored to needs of the Irish Higher Education