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National Professional Development Framework for all who Teach in Irish Higher Education, How it Nurtures and Supports Reflection for a Teaching Community of Practice.

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The National Professional Development Framework
for all who teach in Irish Higher Education

How it nurtures and supports reflection for a teaching community of practice

Dr Roisin Donnelly on behalf of the National Forum

12 May 2018



T&L

Our audience this morning

▶ How many of you teach?



▶ How many of you reflect on your teaching?

▶ How do you go about it? *Think about some of the ways and places that you reflect during a typical day.*

▶ What hinders you from doing it?



CONTEXT

MATTERS

What we will look at

- ▶ Overview of the PDF - values, domains, E-R cycle
- ▶ Insights from initial implementation with HE sector
- ▶ Reflective Practice examples:
 - ▶ What constitutes reflection and evidence of change to practice in Prof Dev?
 - ▶ How can it be captured and stored? PD Portfolio (PDP)

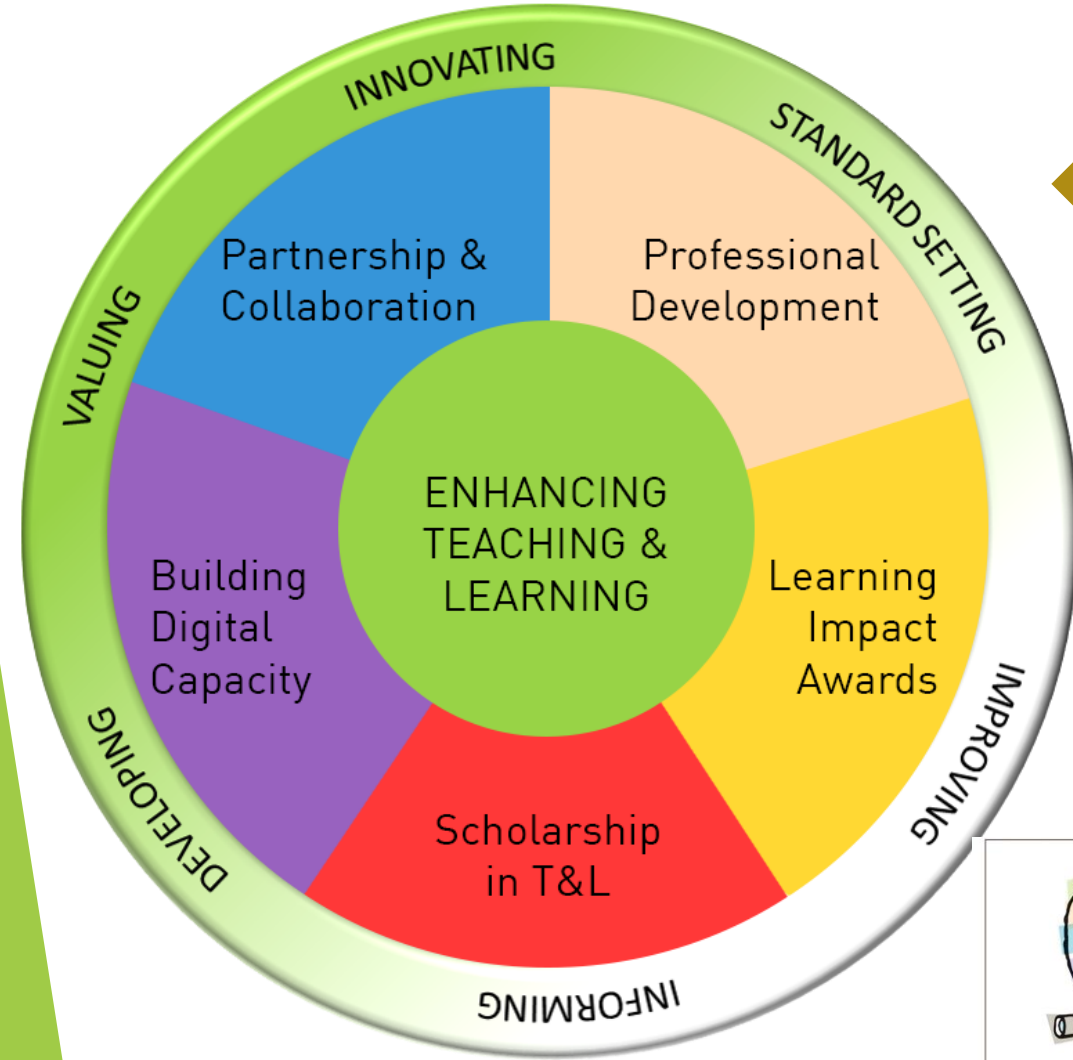
EVIDENCED FROM THE FINDINGS OF THE INITIAL IMPLEMENTATION OF THE
PDF WITH THE HE SECTOR

CONTEXT
MATTERS

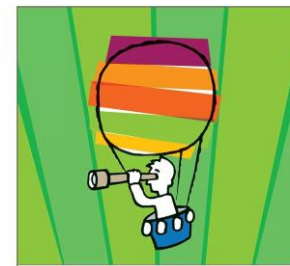
CONTEXT



A National Approach to Professional Development for those who teach in Higher Education

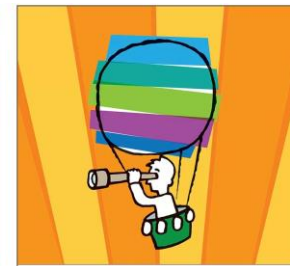


MAPPING PROFESSIONAL DEVELOPMENT PATHWAYS FOR THOSE WHO TEACH IN IRISH HIGHER EDUCATION: WHERE ARE WE NOW AND WHERE DO WE WANT TO GO?



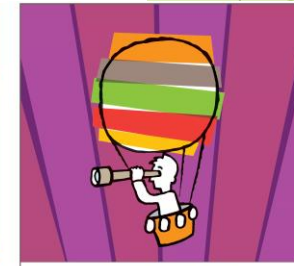
Professional Development Reports

A SNAPSHOT OF ACCREDITED PROFESSIONAL DEVELOPMENT PROVISION IN IRISH HIGHER EDUCATION



Professional Development Reports

A SNAPSHOT OF NON-ACCREDITED CONTINUING PROFESSIONAL DEVELOPMENT FOR THOSE WHO TEACH IN IRISH HIGHER EDUCATION



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.



NATIONAL PROFESSIONAL DEVELOPMENT FRAMEWORK FOR ALL STAFF WHO TEACH IN HIGHER EDUCATION

Higher Education System Performance Framework 2018-20

OBJECTIVE 5: DEMONSTRATES CONSISTENT IMPROVEMENT IN THE QUALITY OF THE LEARNING ENVIRONMENT WITH A CLOSE EYE TO INTERNATIONAL BEST PRACTICE THROUGH A STRONG FOCUS ON QUALITY & ACADEMIC EXCELLENCE.

High level targets

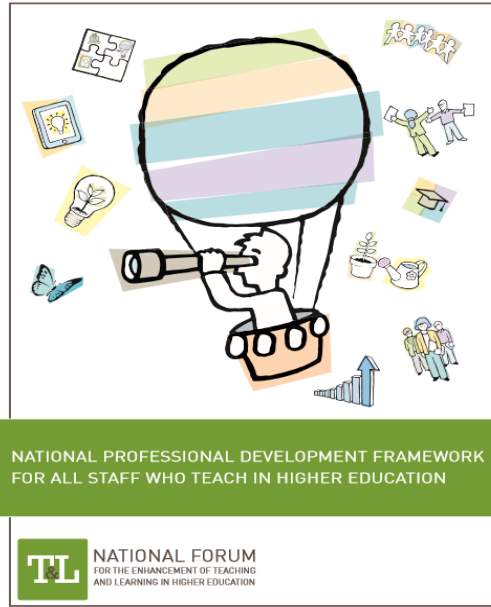
- Implement from 2018 Continuous Professional Development Framework for all academic staff in all HEIs
- All HEIs to engage in International benchmarking by 2020
- Improve problematic non-progression rates by 10% (overall baseline of 15% for 2014/15)
- Improve non-progression rates in STEM disciplines by 10% (differing discipline baselines)
- All HEIs to have in place policies for digital teaching and learning by 2019
- The HEA will develop guidelines to steer the process of total quality management, in line with best international practice.

“We do not learn from experience,
we learn from reflecting on experience.”

John Dewey



Ireland's PD Framework (PDF)



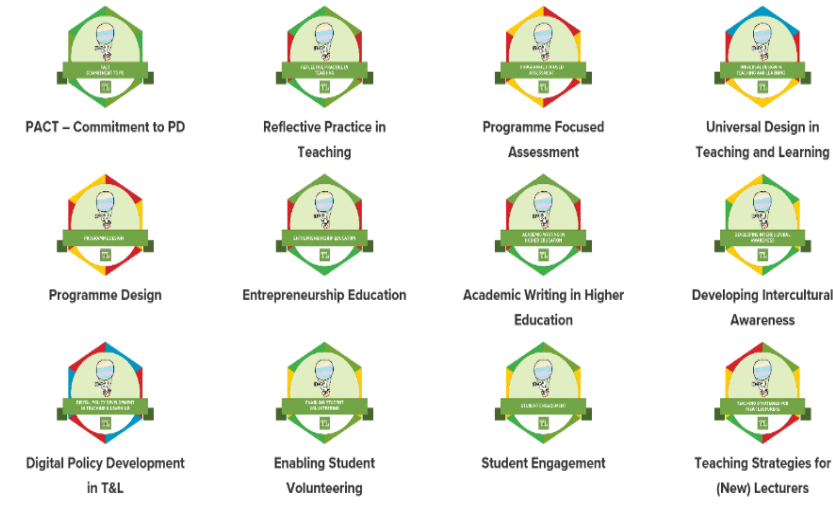
PDF

Published Mid-2016
to provide **guidance** for the PD of individuals for **planning, developing and engaging** in professional development activities



PDF Pilot Studies

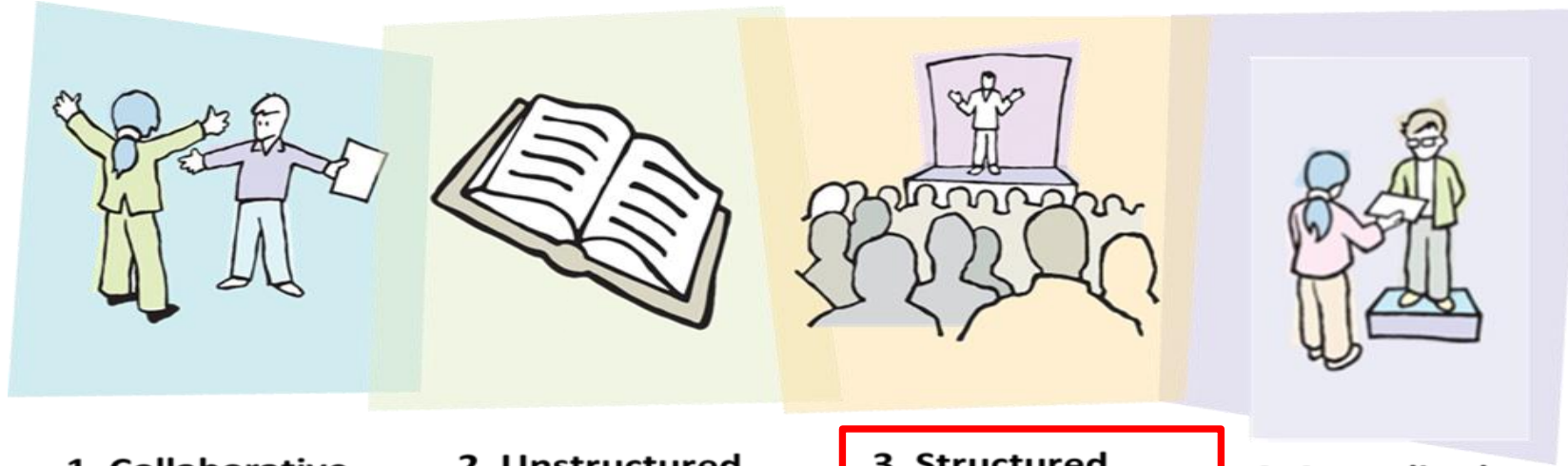
210 Participants in 22 Pilot Groups
from IoTs, Universities and private colleges
22 Pilot Co-ordinators
10 member PD Expert Advisory Group
1 Project Manager



PD Digital Badges

15 Collaborative Teams drawn from 22 HEIs
38 Badge Developers
30 Peer Reviewers

What type of PD are we doing this morning?



1. Collaborative Non-Accredited

Examples

Conversations with colleagues, peer networking & observations, blogs/discussion forums, mentoring, critical friends engaging in informal dialogue on how to improve teaching

2. Unstructured Non-Accredited

Examples

Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication

3. Structured Non-Accredited

Examples

Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects, research project on a topic of professional interest

4. Accredited

Examples

Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

Learning Support Staff

Teacher Educators

Librarians

Work Placement Co-ordinators

Academic Writing Tutors

Educational Developers

Learning Technologists

Careers Advisors

Lecturers in the Disciplines

Part-time lecturers with industry links

Healthcare Professionals

Nurse Educators

Teachers and Researchers

PhD Supervisors

Business Lecturers

Art & Design Educators

Professional Stage

New to Teaching

Experienced Academics

Heads of Department

Disciplines

Photography
Interior Design
Information Technology
Food and Tourism
Science
Applied Social Science
Mechanical & Automobile Engineering
Electronic Engineering
Built Environment
Social Care
Irish
Languages

Furniture Designer
Digital Business
Industrial Engineer
Music Production
Psychotherapy
Sport and Finance
Fine Arts
Health Sciences
History
Drama
Accountancy
Marketing
Mathematics

The professional identities involved in the pilot groups

What a PDF Pilot Group did...

- Each group self-formed between 5-20 participants from across the HE sector:

IoTs: DIT, IADT, CIT, DkIT, GMIT, IT_Tallaght, LyIT, WIT, ITB, IT_Traleee, LIT

Universities: TCD, UCD, MU, UL/MIC, NUIG, UCC, DCU, RCSI

Private Colleges/Networks: DBS, Griffith, Hibernia, IBAT, CCT, NCIRL, IICP, SQT, SNMCI, LSAD, IMLSN

- Levels of in-built support:
 - Each group had a Co-ordinator
 - Each Co-ordinator had a PD Expert Mentor
- Worked from 1st Feb-31st May 2017
- Trialling the PDF for their individual practice

What do professional values mean to us as teachers?



What domains are most relevant to my current practice?

Identify my key short and long term learning goals, based on reflection and evidence.

Consider external assessment and/or certification of my learning to date.

Assessment/Certification

D Reflecting to identify, plan and prioritise future learning. External assessment and/or certification of learning to date

What do I do already or what have I experienced in the different elements of each domain?

What learning activities have led to the development of such knowledge and skills?

Taking stock/Identification

A Reflecting on current knowledge and experience

Choosing the evidence to use.

How will I store my evidence?

Identify where I am currently, based on my self-reflection.

Documentation/Assessment

C Reflecting on what evidence to gather and how to store it. Self -assessment

B Reflecting to self-evaluate based on evidence

Reflecting on the learning activities.

What types of learning are associated with each of the learning activities identified?

What kind of evidence could I provide to support my evaluation?

Identification/documentation

Underpinned by the PD framework's values: inclusivity, authenticity, scholarship, learner-centredness and collaboration

Findings on Reflection and the PDF

take a moment to

REFLECT

Findings from initial implementation



Value of having a PDF to structure PD activities and plans [across 5 domains]

Strongly agreed/Agreed	Short-term impact: engaging with the PDF...
93%	increased my confidence in my professional role
87%	supported the development of my T&L skills
88%	increased my engagement with PD activities
78%	enhanced dialogue and discourse about T&L in my institution
85%	enhanced my T&L practices
	Long-term impact: the PDF has the potential to impact positively on...
93%	student learning
78%	organisational practices and systems in my institution
72%	the culture of enhancement at my institution
79%	discipline and professional groups nationally

Why the PD FRAMEWORK matters

Encourages critical reflection on practice, training, experience, educational history, skills, knowledge over professional lifetime
Promotes collaboration with colleagues
Leverages individual's strengths and recognises areas for development
Keeping people fresh and engaged as mid-career professionals
Builds personal and professional support systems for role
Enables reviewing, planning and taking responsibility for personal and professional development & learning
Considers knowledge and skills gaps and barriers
Supports habits of recording and evidencing work and interactions
Identifies the core values that drive teaching
Serves as a jumping-off point for future professional plans
Helps navigate through the overall scope of work activities
Aids evaluating, better understanding and continuing to develop contributions to T&L
Awakens conversations and discussions on PD and a curiosity to explore the connections between T&L and the potential interchangeableness of these roles
Instils a sense of appreciation for what is being achieved in T&L practice
Provokes discussion on the diversity of the teacher/researcher role
Collaborative exercise with colleagues from other schools and disciplines - to be able to learn from others
Is a user-friendly framework to categorise, manage and disseminate PD activity in a consistent and transparent way across the sector
Recognises the educator in all higher education professionals and their activities

Why the PDF MATTERS to me

The word cloud includes the following terms:

- National Professional Recognition
- Recording & Evidencing
- Valuing Teaching & Learning
- Professional Dialogue
- DEVELOPMENT
- Impact
- CONNECTIONS
- Action
- Navigation
- Awakening
- Planning
- Review & PLAN
- Conversations
- Improvement
- PEER LEARNING
- Evaluate
- Sharing
- Take Responsibility
- Teaching Practices
- Digital Capacity
- Professional Development
- Community
- Domains
- Portfolio
- Interactions
- Journey
- Positives
- PEDAGOGY
- Curiosity
- Realizing Potential
- Collaboration
- LEARNING
- Knowledge & SKILLS
- Professional
- experiences
- Gaps
- Consistent
- PD Reflection
- Keeping fresh
- & Transparent
- ACTIVE Enquiry
- User-friendly Framework
- Support System
- The SELF
- Opportunity

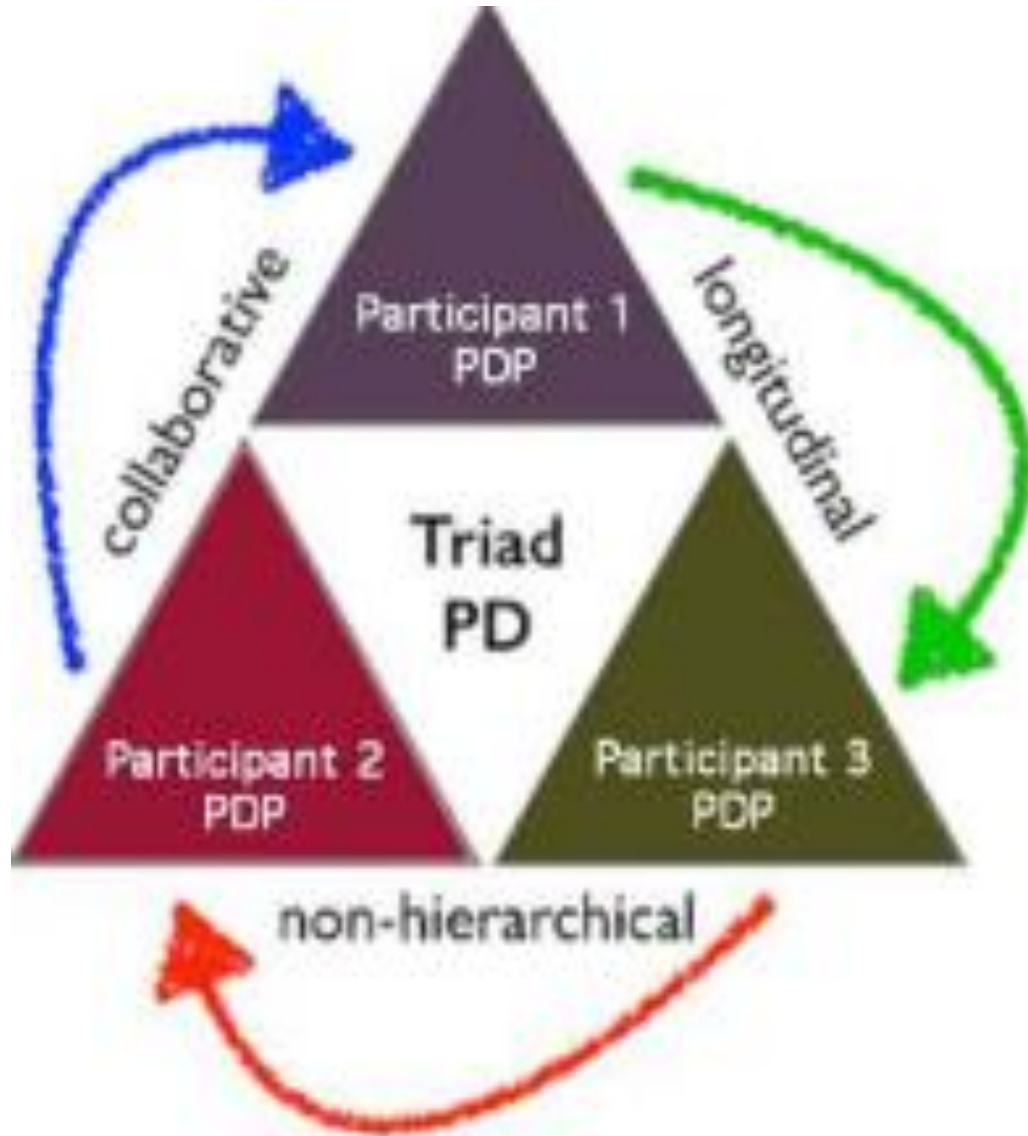


Engaging with the PDF builds a strong inclusive TEACHING community of practice [spanning programme teams, dept-level and discipline groups]

Teaching CoPs forming on the PDF



How to SUPPORT teachers in PD?



Peer Triads



PDF

Supports Reflective Practice

Implementation functions best when
'tried and tested' institutional support
strategies are used



PDF Supports Reflective Practice

Whether beginning practice or being well into a career in the profession, reflecting on teaching and wider work is an essential part of working life.

Reflecting on teaching and learning in the pilot groups included consideration of:

- ▶ The range/type of teaching activities identified to provide evidence of each element of the domains;
- ▶ The range/type of teaching & learning scholarship identified;
- ▶ The range/type of professional development goals identified;
- ▶ The way in which evidence is gathered and stored across the PDF domains.

We were also interested in how the different professional identity groups reflected and evidenced their PD



PDF Supports Reflective Practice

Reflecting with purpose: While simple and brief reflections can be fruitful, participants noted that it is also worth going deeper by thinking in terms of the layers of one's work, perhaps not simultaneously, but at the very least on a rotational basis. For example:

- ▶ **Subject knowledge:** how do you stay up to date? What do you teach? Are there gaps in your knowledge? How enthused are you by what you teach? Do your students readily share that enthusiasm and thirst for more knowledge?
- ▶ **Pedagogy:** How is the curriculum designed? How is it implemented? What do you do in terms of technique when teaching, and why do you do it that way? In what ways has the “how” of your job changed? What works in your context?
- ▶ **Teaching context:** Can your working environment be improved? Does it adequately support learning? How effective are relationships in your classroom?
- ▶ **Change implementation:** Where change is indicated, how might it be implemented? Who can support that? Does it need facilitating?



PDF Underpinning Values Affirmed

Inclusivity: 88% agreed that the PDF was **adaptable** to their role;

Authenticity: 83% agreed that the PDF was **relevant** and **meaningful** to their individual professional development needs;

Scholarship: 84% felt it encouraged them to take an **evidence-based, reflective** approach to their PD

80% that the PDF encouraged them to **select PD opportunities** which helped them to take an evidence-based approach to their teaching;

Learner-Centredness: 82% agreed the PDF **supported** them as a learner;

Collaboration: 91% felt the PDF encouraged them to engage in **peer dialogue** and/or **communities of practice**.

I've learnt so much from my
mistakes...

I'm thinking of making a few more...

(anon)

Pros & cons of reflective practice models

Reflective practice is 'learning through and from experience towards gaining new insights of self and practice' (Finlay, 2008)

Pros	Cons
Gives you a structure to follow	Implies that steps have to be followed in a certain way
Provides a starting point	In the real world you may not start at the 'beginning'
Allows you to assess all levels of situation	Models may not apply to every situation
You will know when the process is complete	Reflective practice is a continuous process

(University of Cambridge, 2017)

**Life gives many topics
for reflection, but
little time**





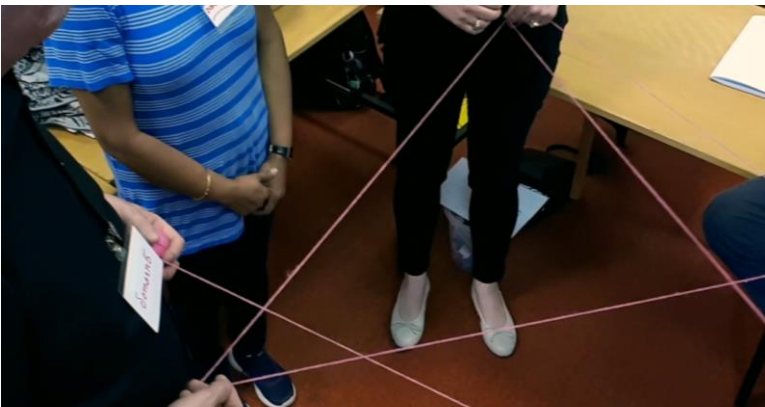
What reflection resources were found most useful?

▶ NUIG Groups

▶ Lightbulb Moments



▶ LEGO Serious Play Workshops



ball of wool was used to visualise the Domain inter dependencies





What reflection resources were found most useful?

Body-Parts Activity: A New Way To ‘Hand-le’ Reflection!

instead of asking students to consider an issue from different perspectives, you could ask them to identify with the ‘brain’ and think of the *logic* behind something, while another student could feel with their ‘heart’ and reflect on the *emotional implications* of this issue? Or ask students to reflect on a hand, indicating when they *felt supported* or to talk about their ‘*hands-on*’ experience?

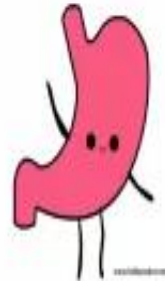
Maquarie University



Using your PACE experience for insight, what do you consider the backbone of your personality?



What were your breaking points during your PACE experience or this session in general?



Is there something that required you to have guts during your PACE experience, or your degree more broadly?



What direction would you like to go after graduating?

1

Early reflection

APPLICATIONS CARD

CRITICAL INCIDENTS

VERSION 1:

EARLY REFLECTION

CRITICAL INCIDENTS

VERSION 2:

DIFFERENT APPROACHES

CRITICAL INCIDENTS

VERSION 3:

PERSPECTIVES

FIVE MAIN POINTS

THE MINUTE PAPER

SEEKING CLARITY

2

Intermediate reflection

DRAWING WITH TWO HANDS

FOOD FOR THOUGHT

IMAGINE A TEA CUP

NOTICING FIVE THINGS

3

Deep reflection

BODY PARTS DEBRIEF

CIRCULAR RESPONSE

DAYDREAMING FOR PRODUCTIVE REFLECTION

IMAGES AS REFLECTIVE PROMPTS

REFLECTION AS EXPLORATION

ROLL THE DICE



What forms of reflection were found most useful?

► Academic Writing/Maths Support Tutors

Communication & dialogue

Community & relationships

Connectedness & dialogue

Reflection & Practice

Reflection & truth

Words & ideas

Dialogue & engagement

► CIT Business Lecturers

Hear my words that I might teach you
Take my arms that I might reach you
But my words, like silent raindrops fell
And **echoed** in the wells of silence . . .

(The Sound of Silence sung by Nouela)

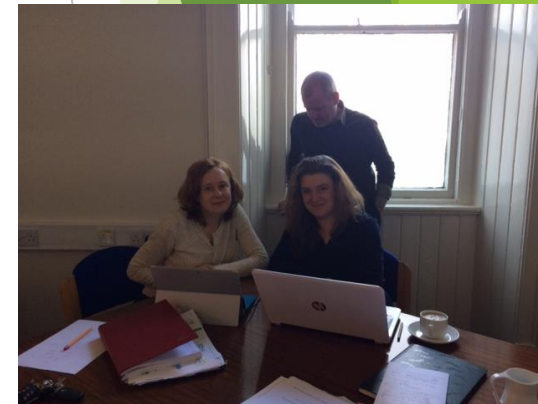
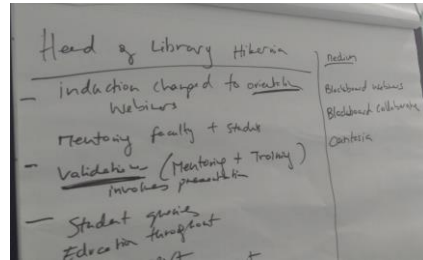




What forms of reflection were found most useful?

► Librarians Group:

- DIEP
- Past/Present/Future



► Industry-Academics Group

- Small-group intensive reflective writing half-days



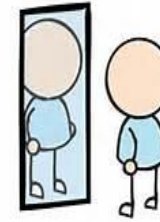


What forms of reflection were found most useful

- ▶ RCSI Healthcare Professionals
 - Wordclouds
 - Props

- ▶ MIC Teacher Educators
 - Ethnodrama
 - Metaphors

- ▶ UCC Work Placement Managers
 - Powtoon

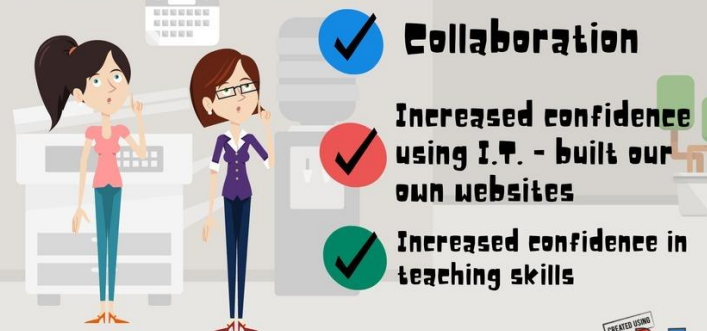


**Collaborative Portfolio:
A Dance of Equals**

- Act 1: Beginning the Dance
- Act 2: Finding our Rhythm
- Act 3: Theory of the Dance
- Act 4: Legacy of the Dance

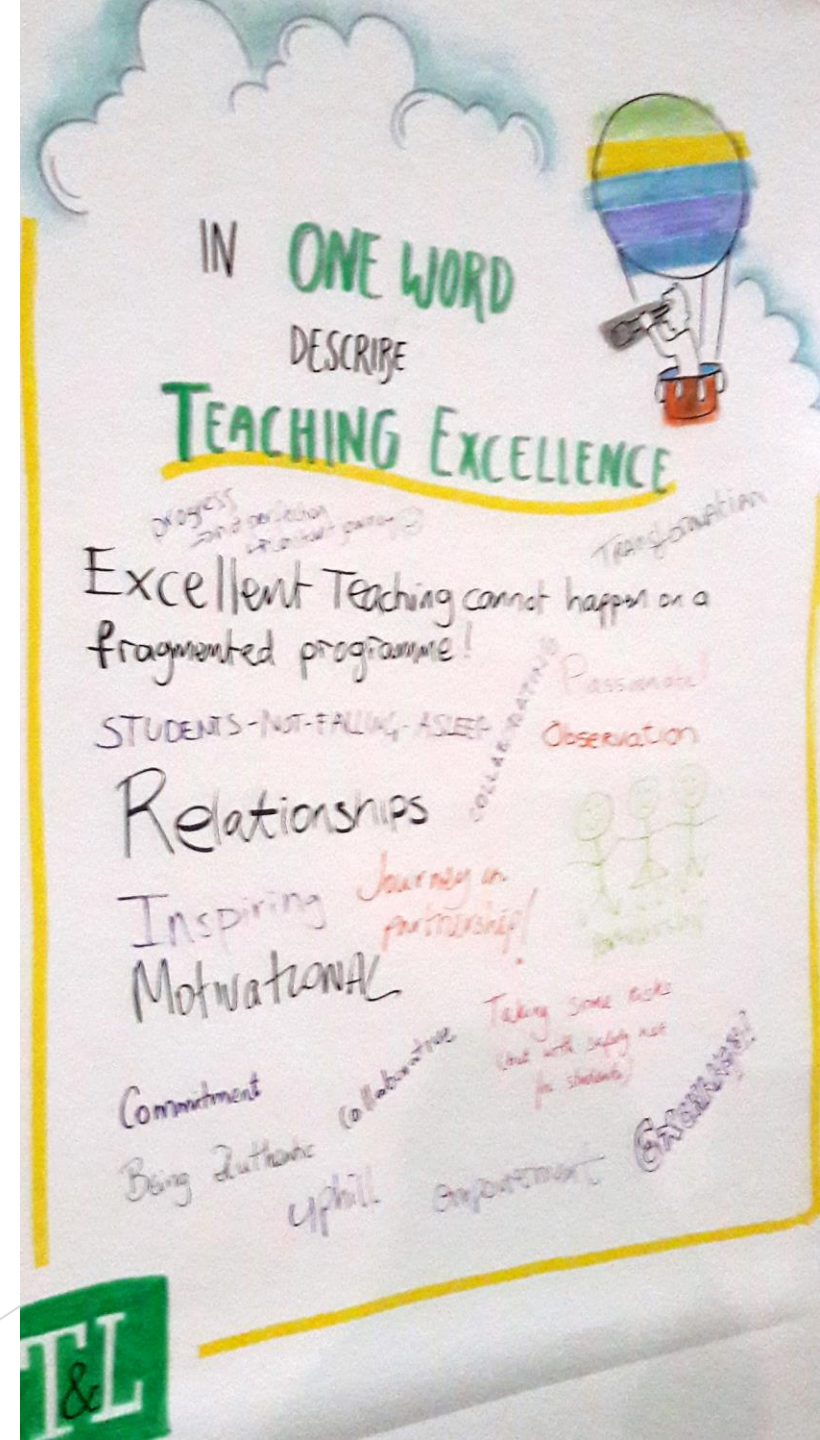
What did we achieve?

- ✓ Collaboration
- ✓ Increased confidence using I.T. - built our own websites
- ✓ Increased confidence in teaching skills



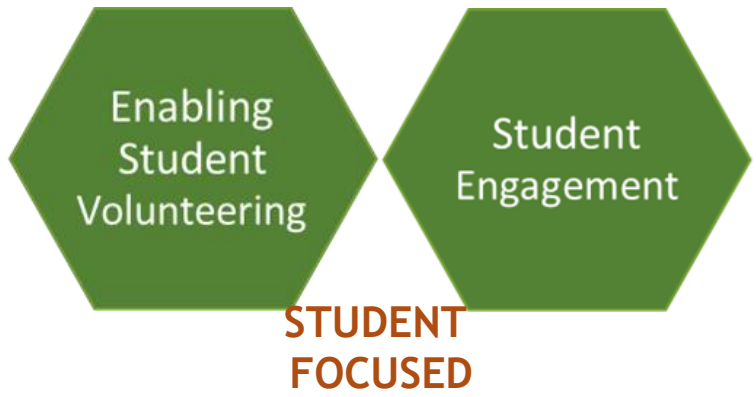
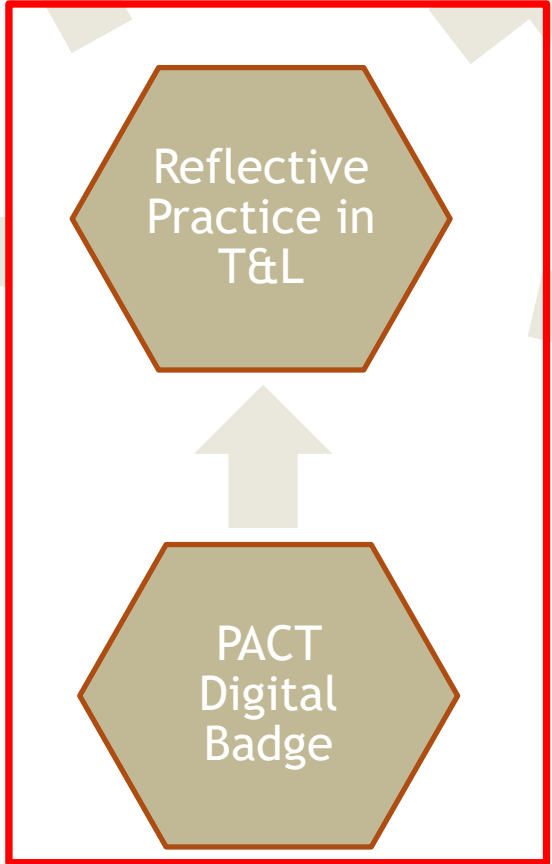
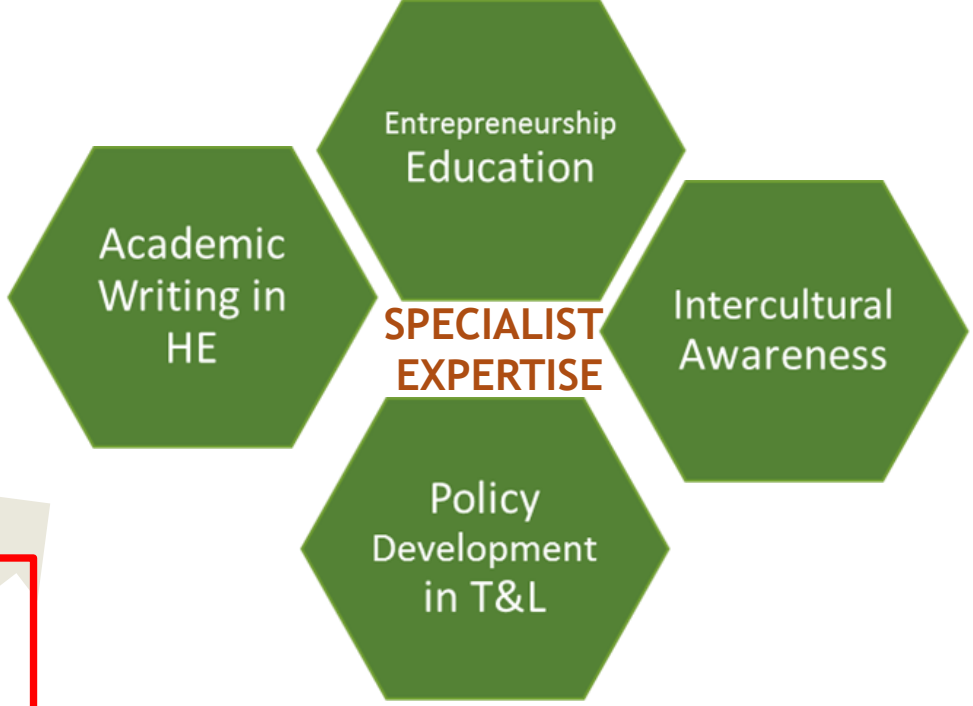
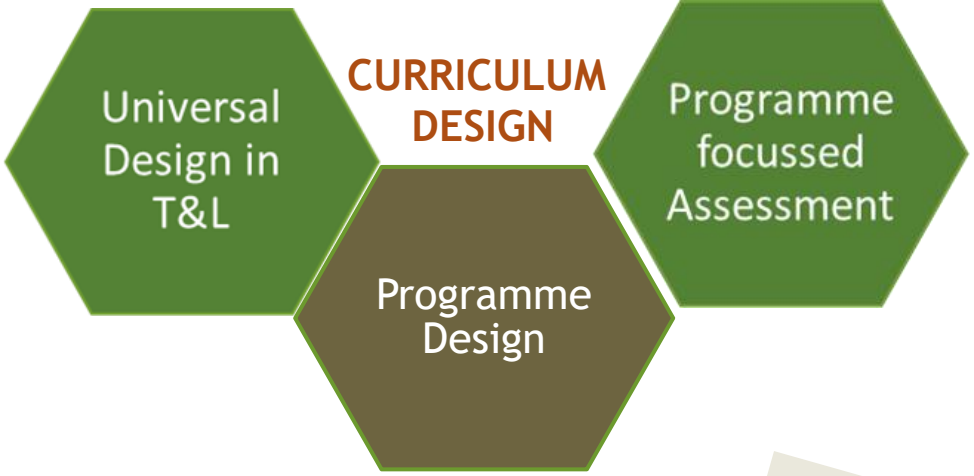
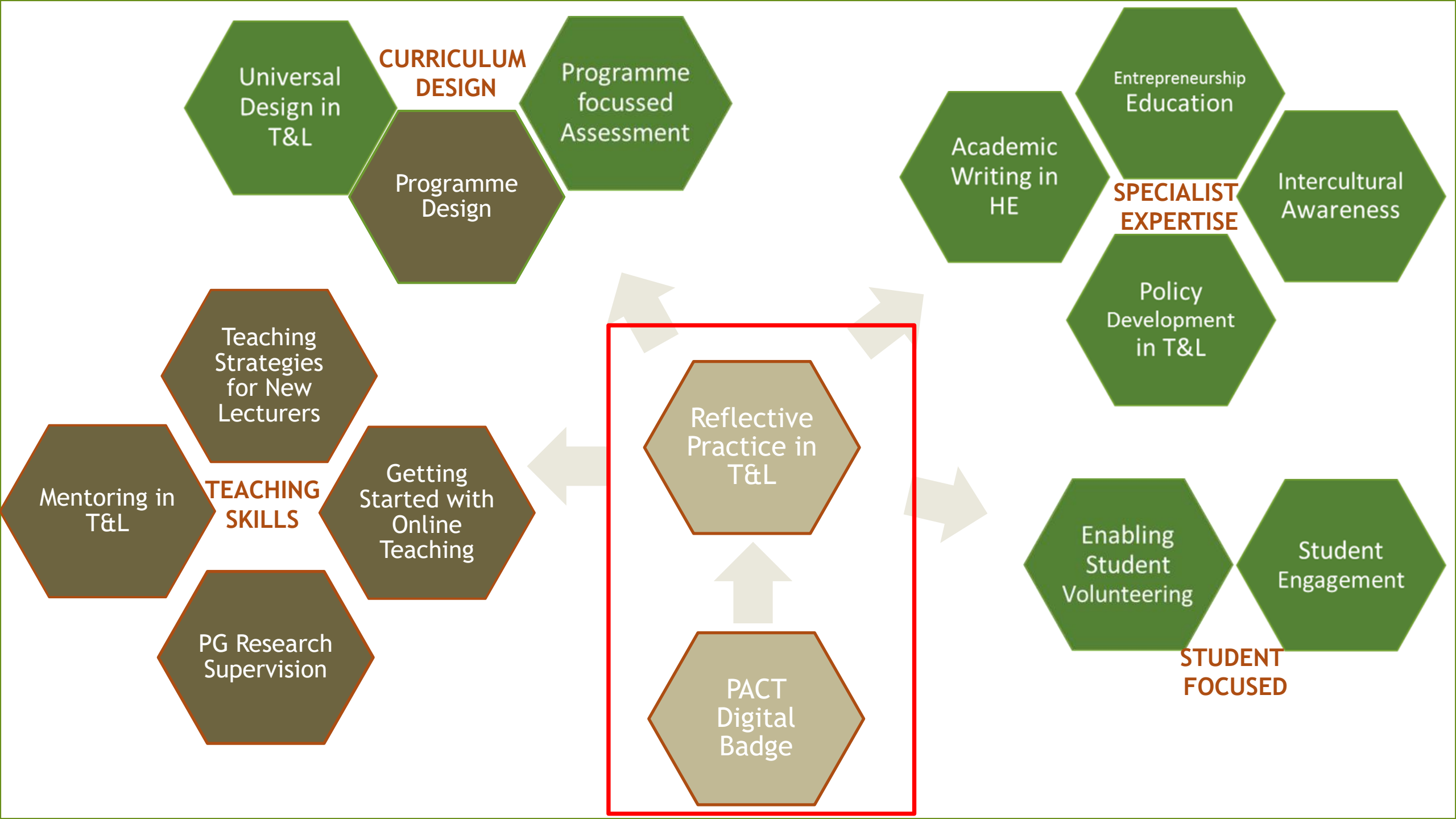

How reflections on PD were captured: PDPs

Wide range of Tools/Media used: 18

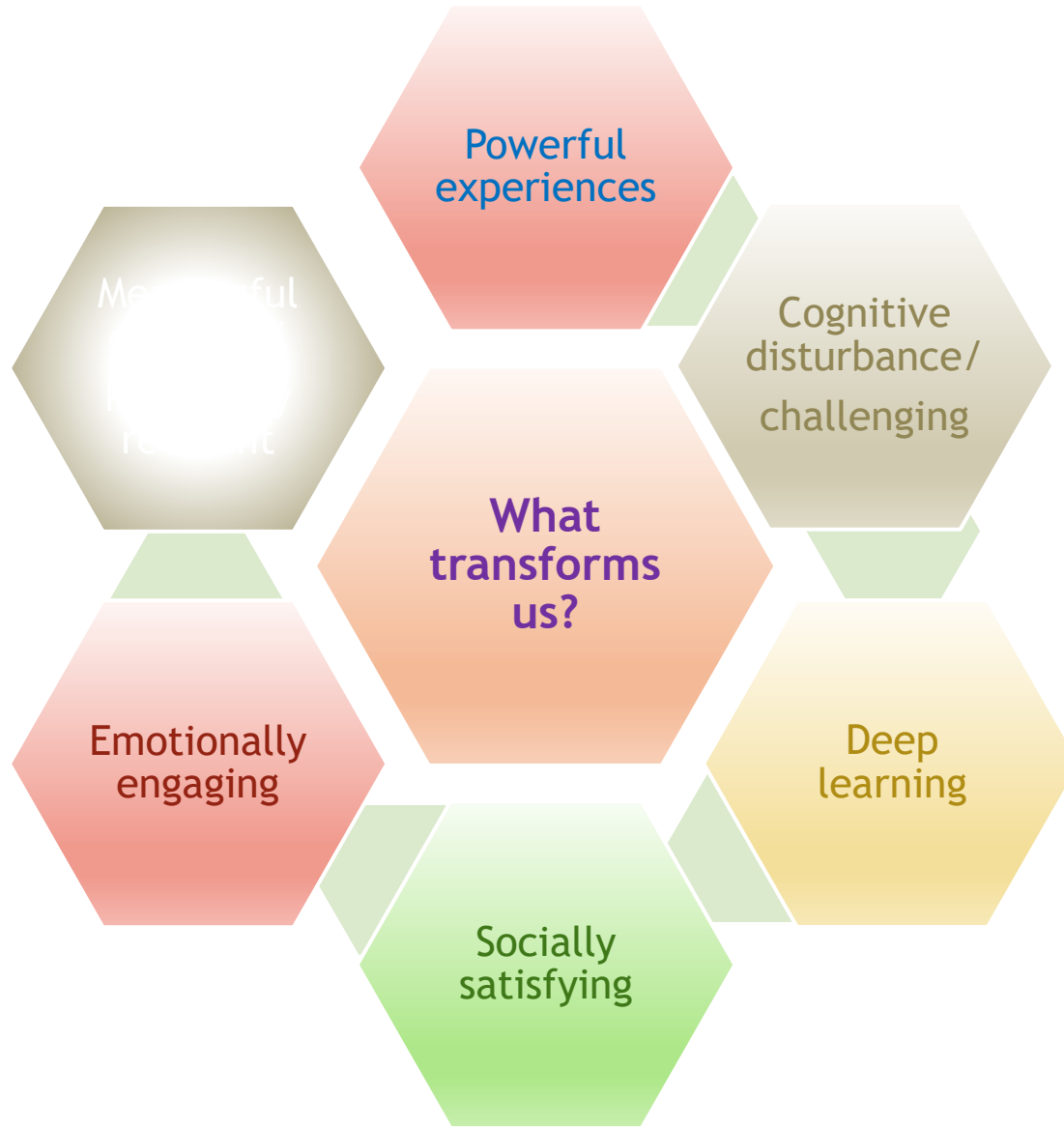


How to RECOGNISE teachers' PD?





Can planning and reflecting on PD transform our practice?





Going forward, it can be helpful for you to think about your own professional development with the national PDF in mind:

- ▶ What is the nature of the teaching that you do?
- ▶ What type of PD would most benefit this?
- ▶ Note down your initial thoughts/impressions of the PDF:
 - Is there potential for the PDF to have an impact on your future practice?
 - Is national professional recognition important in your role?
- ▶ Write a short reflection on how you could approach the PDF this year: how might you engage with the 5 domains?

Contact Information

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Thank you for listening!

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Website: <http://www.teachingandlearning.ie/>

Blog: <http://www.teachingandlearning.ie/pilot-study-implementation-national-professional-development-framework/>

Twitter: #nfpdfpilots

#nfdigitalbadges

References

- ▶ Getting started with reflective practice (University of Cambridge)

<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>

- ▶ University of NSW self-awareness

<https://teaching.unsw.edu.au/self-awareness>

- ▶ Macquarie University

http://teche.mq.edu.au/wp-content/uploads/2018/03/A415_003-Reflection-Resources.pdf