

Developing and Recognising Educators: The PLaCE Framework

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WHY PLaCE



PROFESSIONAL LEARNING AND CAPABILITY ENHANCEMENT

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**Student Feedback,
QILT performance**

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**Student Feedback,
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**Elevate esteem and
a positive culture
around learning and
teaching**

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**Higher Education
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Standards
requirements**

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**Guide refresh and
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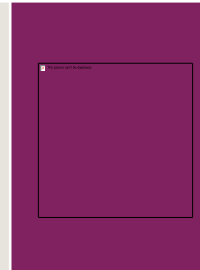
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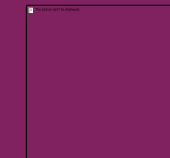
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**Provide greater
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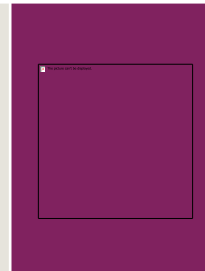
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**Guide career
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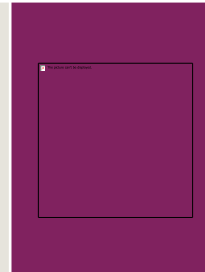
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**Guide career
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**Inform revision of
teaching evaluation
survey(s)**






WHAT? THE CONTEXT

FOCUS AND IMPACT

 FOUNDATIONAL	 PROFICIENT	 ACCOMPLISHED	 HIGHLY ACCOMPLISHED	 EXPERT





WHAT? THE CONTEXT

FOCUS AND IMPACT

 FOUNDATIONAL	 PROFICIENT	 ACCOMPLISHED	 HIGHLY ACCOMPLISHED	 EXPERT
<p>Foundational principles of HE teaching in the MQ context;</p>	<p>Building (refining/extending) one's competence in HE teaching;</p>	<p>Enhancing one's HE teaching proficiency</p>		






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<p>Foundational principles of HE teaching in the MQ context;</p>	<p>Building (refining/extending) one's competence in HE teaching; broadening skills and knowledge of learning design</p>	<p>Enhancing one's HE teaching proficiency through scholarly and innovative practice across curriculum;</p>	<p>advocacy and leadership of strategic scholarly practice</p>	<p>informing, developing and leading scholarly innovative practice,</p>






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<p>Foundational principles of HE teaching in the MQ context; Awareness and influence is on self and students</p>	<p>Building (refining/extending) one's competence in HE teaching; broadening skills and knowledge of learning design and the impact and influence this has on students the teaching team and/or colleagues</p>	<p>Enhancing one's HE teaching proficiency through scholarly and innovative practice across curriculum; brokers impact and influence on professional practice of others</p>	<p>Systemic and inclusive advocacy and leadership of strategic scholarly practice that impacts and influences the educational direction of MQ;</p>	<p>Impact and influence in informing, developing and leading scholarly innovative practice,</p>






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WHAT? THE PLaCE FRAMEWORK

DIMENSIONS AND ELEMENTS



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DIMENSIONS	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT

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DIMENSIONS AND ELEMENTS

	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
DIMENSIONS	Learning and Teaching Scholarship in Higher Education				
	Student Learning & Support				
	Curriculum and Assessment				
	Reflection and Feedback on Practice				
	Developing Self and Others				

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DIMENSIONS AND ELEMENTS

	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
DIMENSIONS	Learning and Teaching Scholarship in Higher Education <i>(Scholarship of Learning and Teaching)</i>				
	Student Learning & Support <i>(Excellent student outcomes)</i>				
	Curriculum and Assessment <i>(Curriculum development and innovation)</i>				
	Reflection and Feedback on Practice <i>(Engagement with student feedback; Engagement with peer review)</i>				
	Developing Self and Others <i>(Professional development and/or accreditation)</i>				

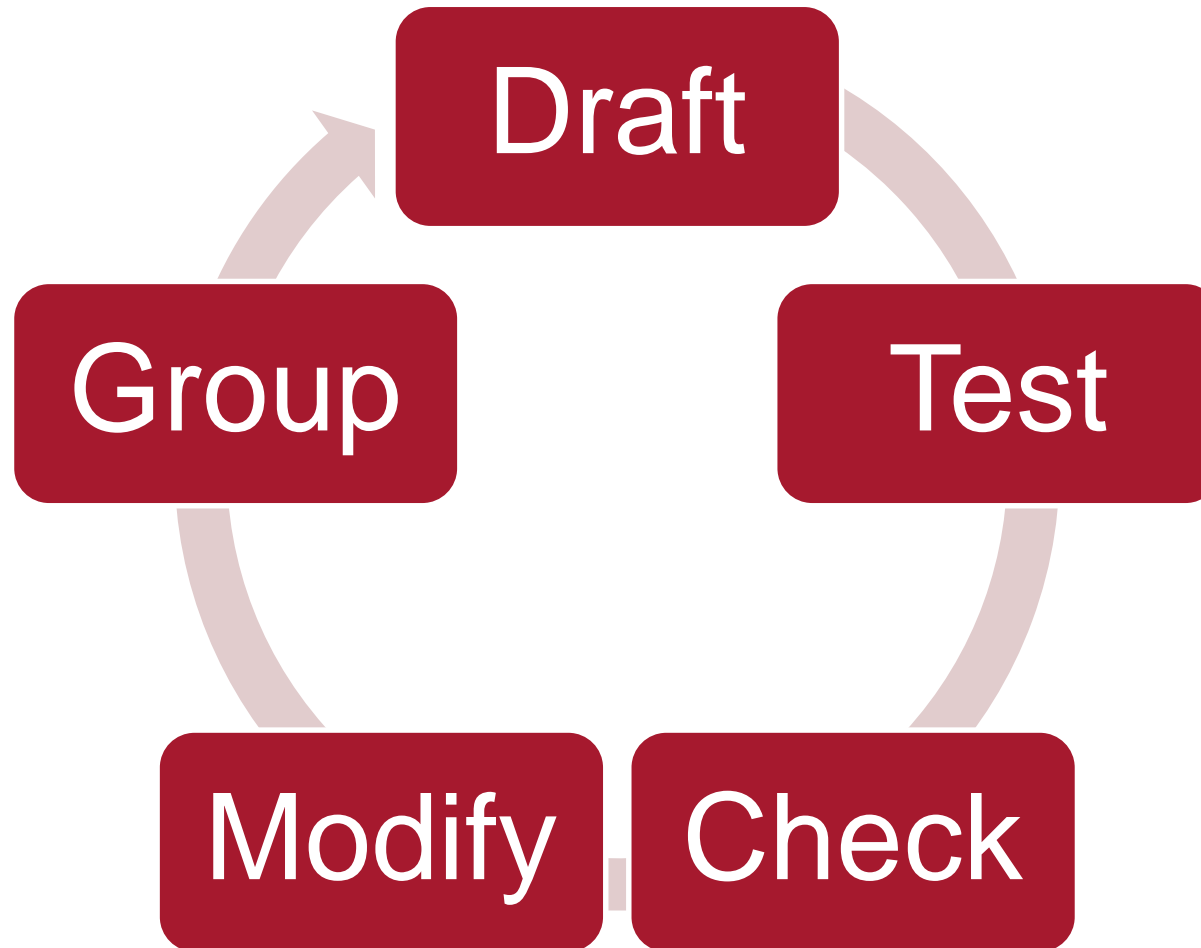
HOW? THE PLaCE FRAMEWORK

A U S T R A L I A N
University Teaching
& Criteria & Standards

 **AdvanceHE**



HOW? THE PLaCE FRAMEWORK



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DIMENSIONS AND ELEMENTS

DIMENSIONS				
Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others

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DIMENSIONS				
Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others
L1. Knowledge of L&T Scholarship				
L2. Application of L&T Scholarship				
L3. Contribution to L&T Scholarship				

WHAT? THE PLaCE FRAMEWORK

DIMENSIONS AND ELEMENTS

DIMENSIONS				
Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others
L1. Knowledge of L&T Scholarship	S.1 Planning and facilitating student learning			
L2. Application of L&T Scholarship	S2. Supporting students			
L3. Contribution to L&T Scholarship	S3. Fostering learning communities			

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DIMENSIONS				
Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others
L1. Knowledge of L&T Scholarship	S.1 Planning and facilitating student learning	C1. Curriculum design		
L2. Application of L&T Scholarship	S2. Supporting students	A1. Assessment		
L3. Contribution to L&T Scholarship	S3. Fostering learning communities	A2. Feedback to students		

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DIMENSIONS AND ELEMENTS

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Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others
L1. Knowledge of L&T Scholarship	S.1 Planning and facilitating student learning	C1. Curriculum design	F1. Feedback from students	
L2. Application of L&T Scholarship	S2. Supporting students	A1. Assessment	F2. Peer feedback & review	
L3. Contribution to L&T Scholarship	S3. Fostering learning communities	A2. Feedback to students	R1. Reflective practice	

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Learning & Teaching Scholarship in HE	Student Learning & Support	Curriculum and Assessment	Reflection & Feedback on Practice	Developing Self and Others
L1. Knowledge of L&T Scholarship	S.1 Planning and facilitating student learning	C1. Curriculum design	F1. Feedback from students	D1. Developing self
L2. Application of L&T Scholarship	S2. Supporting students	A1. Assessment	F2. Peer feedback & review	D2. Developing and working with others
L3. Contribution to L&T Scholarship	S3. Fostering learning communities	A2. Feedback to students	R1. Reflective practice	D3. Fostering learning and development cultures

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DIMENSION ELEMENT	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
L1. Knowledge of L&T Scholarship					

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DIMENSION ELEMENT	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
L1. Knowledge of L&T Scholarship	L1.1 Explain how scholarship of learning and teaching informs MQ's approach				

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L1. Knowledge of L&T Scholarship	L1.1 Explain how scholarship of learning and teaching informs MQ's approach	L1.2 Demonstrate applied knowledge of general and discipline-specific scholarly learning and teaching higher education practice			

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L2. Application of L&T Scholarship					

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L2. Application of L&T Scholarship	L2.1 Articulate personal teaching philosophy and how it is linked to MQ approaches and with reference to educational theories				

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DIMENSION ELEMENT	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
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Focus and Impact	Foundational principles of HE teaching in the MQ context; Awareness and influence is on self and students	Building (refining/extending) one's competence in HE teaching; broadening skills and knowledge of learning design and the impact and influence this has on students the teaching team and/or colleagues	Enhancing one's HE teaching proficiency through scholarly and innovative practice across curriculum; brokers impact and influence on professional practice of others	Systemic and inclusive advocacy and leadership of strategic scholarly practice that impacts and influences the educational direction of MQ; promotes a culture that values the teaching enterprise	Impact and influence in informing, developing and leading scholarly innovative practice, advancing the teaching enterprise both internal and external to MQ

- **L3. Contribution to L&T scholarship**
- Promote engagement with scholarship of learning and teaching among colleagues and the wider MQ community
- Advocate and lead scholarship- informed evaluation of teaching practice
- Demonstrate impact on advancing quality teaching and student learning within and beyond the institution
- Participate in learning and teaching and/or curriculum projects that progress scholarly practice

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WHAT? THE PLaCE FRAMEWORK

DIMENSIONS AND ELEMENTS - CONSULTATION



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DIMENSIONS AND ELEMENTS - CONSULTATION

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WHAT? THE PLaCE FRAMEWORK

DIMENSION – REFLECTION AND FEEDBACK ON PRACTICE

DIMENSION ELEMENT	FOUNDATIONAL	PROFICIENT	ACCOMPLISHED	HIGHLY ACCOMPLISHED	EXPERT
R1. Reflective practice	R1.1 Articulate broad principles, approaches to and the value of reflection on and in practice.	R1.3 Reflect on teaching and/or learning support practice and/or curriculum development	R1.6 Reflect on and integrate peer feedback into the enhancement of own practice and that of colleagues.	R1.7 Identify and enact strategies to promote and advocate a culture that values reflective practice	R1.8. Demonstrate impact and influence in progressing a culture that values reflective practice.
F1. Feedback from students	F1.1. Describe and apply effective approaches to obtaining, interpreting and responding to feedback from students	F1.2. Obtain, interpret and respond to student feedback	F1.3. Demonstrate engagement with a range of student feedback methods.	F1.5. Advocate and lead initiatives to promote best practice in eliciting, interpreting and acting on student feedback.	F1.6. Demonstrate sustained impact and influence on eliciting, interpreting and acting on student feedback.
		F2.2 Explain how peer feedback has been obtained, interpreted and responded to	F1.4 Reflect on and integrate student feedback into the enhancement of own practice and that of colleagues.		

WHAT? THE PLaCE FRAMEWORK

DIMENSION – REFLECTION AND FEEDBACK ON PRACTICE

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WHERE? To Next

BUILDING FOR SUCCESS SHORT – MEDIUM TERM

- Refresh and offer FULT and FIT
- Revise the promotion framework criteria to align with the PLaCE
- Integrate the framework into PDR and recruitment practices
- Curate, align and organise existing professional learning
- Inform the design of the teacher evaluation survey instrument items



Developing and Recognising Educators: The PLaCE Framework

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THURSDAY 7 NOVEMBER 2019



QUESTIONS?