PLaCE

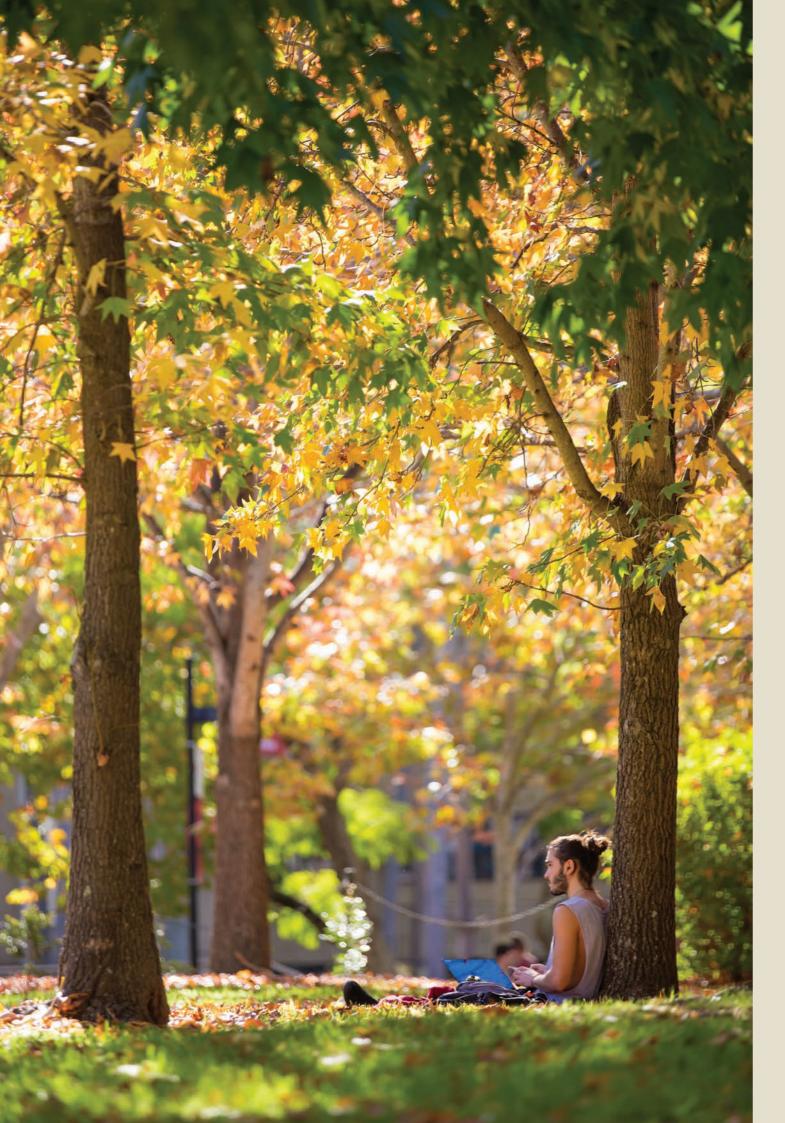**Professional Learning and Capability Enhancement:**

A FRAMEWORK FOR LEARNING AND TEACHING STAFF DEVELOPMENT

Foreword

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Introduction

Macquarie University's Professional Learning and Capability Enhancement (PLaCE) framework makes explicit the capabilities for professional practice of teaching and teaching support. PLaCE situates student learning at the centre of Macquarie's education practice. Within the framework, capabilities are intended to be developmental and dispositional, encompassing knowledge, the ability to act, the sum of expertise and an orientation toward lifelong learning.

Quality enhancement and quality assurance are the two sides of the quality coin, separate but related areas of University operations. The PLaCE framework is oriented towards quality enhancement with respect to learning and teaching: supporting staff to be the best they can be in their teaching, curriculum design and support for learning and teaching. At the same time, quality assurance underpins PLaCE to ensure our educational practice and processes meet professional and regulatory standards. By developing our teaching practice, we seek to assure that our courses are fit for purpose, our learning outcomes are achieved and our students' learning needs are met. Both quality enhancement and quality assurance activities are evidence-based activities, requiring capable and scholarly practitioners to achieve their learning and teaching goals.

The PLaCE framework is structured around five levels of competence (Foundational, Proficient, Accomplished, Highly Accomplished or Expert) and five domains of educational practice and development:

·   Learning and Teaching Scholarship in Higher Education
·   Student Learning and Support
·   Curriculum and Assessment
·   Reflection and Feedback on Practice
·   Developing Self and Others

Within the domains and sub-domains, there are numbered capabilities, including those identified as core level capabilities. Each level builds on the previous one so there is a cumulative benefit in capability development.

PLaCE is underpinned by extensive research and scholarship on teaching and the processes and practices that produce quality student learning experiences and outcomes. The framework has been designed to align with the Macquarie University Academic Promotions Criteria, the UK Professional Standards Framework for teaching and supporting learning in higher education, and the Australian University Teaching Criteria and Standards Framework.

Over time, the PLaCE framework will be linked to professional learning resources and activities, providing additional guidance to promotion applicants and committees and supporting teaching and teaching support staff to undertake scholarly reflection on their practice.

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
Focus of professional development	Foundational principles of higher education teaching in the Macquarie context.	Building competence in higher education teaching; broadening skills and knowledge of learning design and the impact this has on student outcomes.	Enhancing higher education teaching proficiency through scholarly and innovative practice across curriculum; influencing the professional practice of others.	Advocating and leading strategic scholarly practice that impacts the educational direction of Macquarie; promoting a culture that values the teaching enterprise.	Initiating, developing and leading innovative scholarly practice, that impacts educational strategy and culture both internal and external to Macquarie.
Typical scope of practice	Learning and teaching delivery and/or support.	Learning and teaching design, development, delivery and/or support.	Learning, teaching and curriculum design, development, delivery, support and/or leadership.	Institutional and/or discipline-based management of learning, teaching and curriculum; engagement in formal review, benchmarking and strategic planning.	Institutional, discipline-based and/or sectoral leadership and management in learning, teaching and curriculum.
Sphere of influence	Self and students.	Teaching team and/or colleagues.	Course, department and colleagues.	Learning and teaching strategy and/or governance; colleagues at discipline and/or sector level.	Higher education learning and teaching leaders within and beyond the institution, nationally and internationally.
Indicative career stage/experience/role	New to higher education, new to teaching/teaching support, new tutor.	Early-mid career, experienced in teaching and/or learning and teaching support, new lecturer, new unit convenor, new to staff supervision.	Mid-career, established teacher, unit convenor, curriculum designer, learning and teaching project leader, new course director.	Mid-advanced career, highly practised teacher, course director, learning and teaching director and/or team leader.	Advanced career, experienced learning and teaching leader, Director/Associate Dean of learning and teaching.

Learning and Teaching Scholarship in Higher Education

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
L1. Knowledge of learning and teaching scholarship	L1.1 Explain how scholarship of learning and teaching informs Macquarie's approach.	L1.2 Articulate knowledge of scholarly practice in higher education learning and teaching.	L1.3 Articulate the relationship between generic and discipline-specific scholarly practice in higher education learning and teaching.	L1.4 Analyse the relationship between generic and discipline-specific scholarly practice in higher education learning and teaching.	L1.5 Evaluate and integrate generic and discipline-specific scholarly practice in higher education learning and teaching.
L2. Application of learning and teaching scholarship	L2.1 Articulate your teaching philosophy with reference to learning and teaching scholarship and practice.	L2.2 Explain how engagement with scholarship and practice has informed the development of your teaching philosophy.	L2.3 Integrate scholarship and evaluation of teaching in refining your teaching philosophy and practice.	L2.4 Advocate and lead the development of initiatives to promote scholarly learning and teaching practice. L2.5 Advocate and lead scholarly evaluation of teaching practice.	L2.6 Promote and advance scholarly learning and teaching practice and evaluation internal and external to Macquarie.
L3. Contribution to learning and teaching scholarship	L3.1 Support projects that progress scholarship in learning and teaching.	L3.2 Participate in projects that progress scholarship in learning and teaching.	L3.3 Identify strategies and opportunities to promote a culture that values learning and teaching scholarship. L3.4 Promote engagement with learning and teaching scholarship among colleagues and the wider Macquarie community. L3.5 Implement scholarship informed learning and teaching projects that advance practice and outcomes.	L3.6 Lead initiatives that advance scholarship in learning and teaching internal and external to Macquarie. L3.7 Implement strategies to promote a culture that values learning and teaching scholarship	L3.8 Advance an institutional culture that values and rewards learning and teaching scholarship. L3.9 Demonstrate significant contribution to high impact learning and teaching scholarship.

Key: **Core/ Minimum Capabilities**

Student Learning and Support

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
S1. Planning and facilitating student learning	S1.1 Explain how contextual factors impact student learning and support. S1.2 Use appropriate techniques, tools and technologies to facilitate student learning, relative to opportunity.	S1.3 Design learning activities for diverse teaching contexts. S1.4 Explore different strategies, tools and technologies to facilitate student learning.	S1.5 Identify evaluation strategies and techniques to inform the enhancement of student learning. S1.6 Implement and evaluate learning strategies, tools and technologies. S1.7 Articulate how Higher Education Standards, regulations and legislation underpin the planning and facilitation of student learning.	S1.8 Plan and lead evidence-based initiatives to enhance student learning. S1.9 Evidence scholarly practice in planning and facilitating student learning across different teaching contexts.	S1.10 Lead evidence-based strategic planning and initiatives to enhance quality learning.
S2. Supporting students	S2.1 Demonstrate competence in Macquarie educational tools and technologies. S2.2 Identify student support needs and appropriate referrals to Macquarie services and resources. S2.3 Explain how learning environments can be designed to accommodate and support student needs.	S2.4 Demonstrate inclusive teaching practices to effectively support diverse learners. S2.5 Modify learning environments to support diverse learners, informed by educational theories, learning analytics, student and peer feedback. S2.6 Identify and appropriately respond to students who are 'at risk'.	S2.7 Design inclusive teaching approaches to support diverse learners, with reference to principles of access, inclusion, equity, and diversity.	S2.8 Lead evidence-based, systematic initiatives to support diverse learners, with reference to principles of access, inclusion, equity, and diversity. S2.9 Lead evidence-based, systematic initiatives to advance student support.	S2.10 Lead evidence-based internal and external initiatives to enhance student support.
S3. Engaging students	S3.1 Identify teaching techniques, tools and technologies to engage students.	S3.2 Use different strategies, tools and technologies to promote student engagement.	S3.3 Analyse the impact of the learning environment on student engagement.	S3.4 Lead evidence-based initiatives to advance student engagement across different teaching contexts at a discipline/institution level.	S3.5 Lead evidence-based internal and external initiatives to enhance student engagement.

Key: **Core/ Minimum Capabilities**

Curriculum and Assessment

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
C1. Curriculum design	C1.1. Describe foundational principles of curriculum design in higher education. C1.2. Articulate the principles of constructive alignment and the role of assessment in assurance of learning. C1.3. Identify relevant Macquarie strategic frameworks and policies and how they inform curriculum design and assessment.	C1.4. Describe the critical elements of a scaffolded curriculum. C1.5. Identify relevant curriculum quality assurance processes, including moderation. C1.6. Design learning that demonstrates principles of constructive alignment. C1.7. Identify opportunities across the curriculum for embedding employability skills, professional practices and/or career learning.	C1.8. Propose and enact curriculum development informed by pedagogical principles, feedback, disciplinary/ institutional contexts and regulatory requirements. C1.9. Explain the pedagogical principles that underpin curriculum design. C1.10. Demonstrate evidence-based evaluation of curriculum design. C1.11. Design curriculum that embeds employability skills, professional practices and/or career learning.	C1.12. Lead initiatives to evaluate and enhance curriculum design, informed by evidence (eg benchmarking, peer review feedback, scholarship). C1.13. Advocate and lead initiatives that advance embedding of employability skills, professional practices and career learning in curriculum, informed by evidence (eg industry/graduate feedback, benchmarking, scholarship). C1.14. Lead course lifecycle, curriculum planning and quality assurance processes, including internal governance, external accreditation and/or industry advisory activities. C1.15. Analyse how Macquarie strategic frameworks, plans and policies inform curriculum design and assessment practices.	C1.16. Initiate and lead strategies and systems for quality evaluation, assurance of learning and enhancement of curriculum design and assessment. C1.17. Lead strategic curriculum planning, innovation, management and evaluation. C1.18. Inform and lead quality assurance and compliance activities that meet the requirements of Australian Higher Education Thresholds Standards. C1.19. Lead external referencing and/or accreditation processes. C1.20. Inform and/or coordinate effort to realise the aspirations of relevant Macquarie strategic frameworks, plans and policies.
A1. Assessment	A1.1. Define the purposes of assessment for/of/as learning. A1.2. Identify a range of assessment types and their utility in different contexts. A1.3. Interpret and apply assessment rubrics.	A1.4. Design assessment, informed by scholarship and reflection on practice, to suit the curriculum context and diverse learner needs. A1.5. Design and/or adapt assessment rubrics informed by scholarship.	A1.7. Critique and enhance assessment design, and rubrics, in the context of assessment for/of/as learning. A1.8. Support colleagues in the design, implementation and moderation of assessment.	A1.9. Lead scholarship informed initiatives to improve the design, implementation and/or evaluation of assessment. A1.10. Design and implement scholarship- informed processes for assessment moderation.	A1.11. Critically evaluate assessment strategies and outcomes and lead evidence-based quality enhancements.

		A1.6 Participate in assessment moderation processes.			
A2. Feedback to students	A2.1. Describe and provide examples of formative and summative feedback tools and techniques including rubrics.	A2.2. Select appropriate mechanisms to provide formative and summative feedback. A2.3. Identify methods to monitor student progress in order to provide appropriate feedback to support student learning.	A2.4. Critique a range of feedback mechanisms including student reflection, self-assessment and peer feedback. A2.5. Explain the pedagogical basis for different feedback approaches.	A2.6. Develop and implement evidence-based strategies to support provision of timely and effective feedback.	A2.7. Initiate and lead evidence-based initiatives to develop strategies and systems to provide feedback that enhances student learning.

Key: **Core/ Minimum Capabilities**

Reflection and Feedback on Practice

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
R1. Reflective practice	R1.1 Articulate principles of, approaches to, and the value of, reflective practice.	R1.2 Reflect on own teaching, learning support and/or curriculum/assessment design practices. R1.3. Explain actions taken in response to reflection on, and in, practice.	R1.4 Engage in sustained reflection on own educational practices and critique actions taken in response.	R1.5. Implement strategies to promote a culture that values reflective practice.	R1.6. Develop and support the strategic and systematic embedding of reflexivity into educational practice.
F1. Feedback from students	F1.1. Describe effective approaches to obtaining, interpreting and responding to feedback from students. F1.2. Propose possible actions in response to formal and/or informal student feedback.	F1.3. Obtain, interpret and respond to student feedback.	F1.4. Use a range of student feedback methods. F1.5 Explain how student feedback has informed enhancement of own and others' educational practice.	F1.6. Lead initiatives to promote good practice in obtaining, interpreting and responding to student feedback.	F1.7. Lead strategic initiatives that advance capacity to collect, analyse and use student feedback to enhance educational practice.
F2. Peer feedback and review	F2.1 Observe and reflect on the teaching of others. F2.2 Obtain and respond to peer feedback.	F2.3 Obtain and respond to peer feedback on teaching, learning support and/or curriculum/ assessment design practices. F2.4 Participate in peer review and provide constructive formative feedback to colleagues.	F2.5. Evaluate a range of peer feedback and review methods. F2.6. Integrate peer review strategies to enhance educational practice of self and others.	F2.7. Lead initiatives to promote good practice in enabling, interpreting and acting on peer feedback and review.	F2.8. Lead strategic initiatives that advance capacity to enable, interpret and act on peer feedback and review.

Key: **Core/ Minimum Capabilities**

Developing Self and Others

	Foundational	Proficient	Accomplished	Highly Accomplished	Expert
D1. Developing self	D1.1. Complete Macquarie learning and teaching induction and orientation. D1.2. Participate in professional development and/or mentoring.	D1.3. Articulate professional learning priorities and associated action plan. D1.4. Engage in targeted professional development, mentoring and/or coaching to enhance learning, teaching and support practice.	D1.5. Evaluate professional learning needs in relation to learning and teaching and negotiate professional development.	D1.6. Evaluate professional learning needs in relation to learning and teaching and plan and pursue advanced professional development.	D1.7. Evaluate professional learning needs in relation to learning and teaching and create professional development opportunities.
D2. Working with and developing others	D2.1 Collaborate with others on learning and teaching.	D2.2 Identify and take opportunities to contribute to the development of others' learning and teaching	D2.3. Participate in the development of others' learning and teaching, by coaching, mentoring and/or delivering professional development.	D2.4. Provide strategic support and advice that enables the professional development of others in learning and teaching.	D2.5. Advocate and lead initiatives that promote collaboration and professional development in learning and teaching.
D3. Fostering learning and development cultures	D3.1. Articulate the value of professional development in learning and teaching.	D3.2. Share experiences of professional development in learning and teaching.	D3.3. Advocate professional development in learning and teaching.	D3.4. Evaluate and enhance learning and teaching professional development activities and resources. D3.5. Contribute to the design and implementation of processes for strategic professional development in learning and teaching.	D3.6. Advocate, inform and lead strategic initiatives to develop and improve professional development related to learning and teaching. D3.7. Demonstrate capacity to develop and support sustainable systems for professional development in learning and teaching.

Key: **Core/ Minimum Capabilities**