

A Capable Teacher Framework – Concept Paper

An Integrated Approach to Capability, Performance and Career Development

Background

Quality teaching and contemporary courses are at the heart of the direction Unitec is pursuing. To ensure quality teaching, a number of factors are implicated in the performance and development of teachers. While we have a range of initiatives underway, the time is right to look at integrated framework that potentially brings together:

- A standard definition of capable teaching
- Ongoing capability development
- Performance management
- Promotions and career progression
- Recognition

The Learning and Teaching Committee has been central in the development of a range of related initiatives including:

- Approving the ‘capable teacher’ definition
- Recommending, approving and monitoring the Practice Passport
- Supporting the progression of the Higher Education Academy (HEA) pilot fellowship process
- Supporting the establishment of the Teachers’ Collective
- Endorsing the pilot for ‘Professional Development Points’ several years ago

Practice Passport

As has been discussed at recent meetings, we are now in the position to define what follows on from the Practice Passport (PP) which is due to ‘expire’ at the end of the year – it was introduced as a two-year initiative to provide basic capability development against the characteristics of the Living Curriculum and the requirements of the new Learning and Teaching Models. For many departments, it has been a very successful vehicle to achieve significant progression in this regard. For others, little momentum has been achieved and this is an issue for concern that can be addressed by:

1. Ensuring new ALs, HoPPs and Deans are accountable for achieving universal engagement;
2. Building a centralised reporting tool (in Peoplesoft) – under discussion.

The PP document is attached as **Appendix 1**.

A Capable Teacher

The Learning and Teaching Committee was part of refining and approving the statement developed last year called ‘A Capable Teacher (CT)’. This was designed to provide a baseline of capability for all teachers that could act as a guide for professional development (PD) and performance management (PM). The document has subsequently been used by Te Puna Ako to underpin their work in the provision of PD but it has not yet been used more widely for either PD or PM. It is important to note that it defines a **capable** and not an **excellent** teacher.

The CT document is attached as **Appendix 2**.

Higher Education Academy

The Higher Education Academy (HEA) pilot initiative is running during 2016 and 2017 with funding from Ako Aotearoa to test the viability of a teacher accreditation system in New Zealand. At this stage, we are running two streams – one for teachers new to Unitec (Fellowship) and one for a group of experienced teachers operating as a Community of Practice (Senior Fellowship). Currently we are funding the applications from staff as part of the pilot though this funding will run out in 2017. It costs approximately \$1000 to fund an application for fellow and approximately \$1400 for senior fellow. There is the potential to expand this into our internal promotions and career progression.

While the SF group has progressed well, securing engagement from new teachers has been difficult despite this being included in their letters of offer, position descriptions and employment requirements in their first year of teaching. The Graduate Diploma in Higher Education courses have been the direct vehicle for progressing the pilot and aiming for a base level of capability for all teachers new to Unitec.

The HEA document for new teachers is attached as **Appendix 3**.

Professional Development Points Pilot

About four years ago, we developed a whole-of-institution professional development points system that was subsequently piloted in six departments across the institution – 3 academic and 3 service departments. This operated on a very similar basis to standard professional systems for professional development such as those required for architects and medical staff. While the outcomes were mixed, there were some valuable learnings from the pilot which was not progressed further simply because of the plethora of other processes and initiatives being implemented at that time. There is definitely potential to pick this up again as the basis for either academic or all staff professional development.

The Professional Development Points document is attached as **Appendix 4**.

The Goal

As indicated above, the time is right to look at an integrated approach to capability development, performance management, progression, recognition and even, potentially, a rewards system. A joined up process that is built off a standard framework but which also allows for localised autonomy and engagement is the ideal. Our goal is to develop an integrated framework that staff own and are motivated by and which inspires them to continue to develop their capability but in a targeted way that has the course and programme at its heart.

The existing PP mandated engagement in particular areas to map against the newly developed learning and teaching models so that all staff had at least a basic understanding of emerging pedagogies, web-based learning, work-based learning, assessment and mātauranga Māori. This has served a specific purpose but, now that we are ready to rationalise our portfolio, streamline provision and engage fully in programme re/development, the time is right to take a more targeted approach that contextualises capability development and related processes.

Proposal

The Capable Teacher

It is proposed that **The Capable Teacher** sits at the heart of a new framework and defines not only the baseline for teacher practice but potentially two levels of capability – developed and advanced – each with associated requirements and/or rewards. Only the developed capable teacher descriptor is included here but, if this proposal is progressed, the advanced descriptor will be developed. Key components of the framework are:

- All teachers are required to meet at least the developed CT standard
- Performance management of teaching-related activity is based on the CT and teachers provide evidence of their progress against the standard
- Capability development is mapped against the CT and provides the basis for identifying relevant professional development activities

The Programme and Course

The primary unit of currency to determine capability and related professional development is the **course(s)** each teacher contributes to (and by association, the programme). This helps to determine the particular nature of the PD activity the teacher engages in although PD can and will expand beyond this. In this way, components such as new pedagogies, team-based learning, work-based learning, web-based learning, assessment, mātauranga Māori, gamification, etc will be selected as they relate to the requirements of the programme and courses and the teacher's need to progress and contextualise their learning. This too changes the nature of the provision of PD by Te Puna Ako with generic workshops becoming less common and specific workshops based on course- and programme-specific requirements increasing. Emphasis will be on personalising and application of relevant PD. While we are in the course and programme (re)development activity of the next few years, **non-intensive** course development provides the immediate vehicle for targeting this PD. Other activity will also be required but will be supplementary to non-intensive course development.

If a teacher is not currently engaged in non-intensive development, their PD is selected from more generic offerings but still related to their immediate teaching requirements.

Career Progression, Promotion and Recognition

If all the pieces are put together, we have a framework that is able to comprise an integration of capability development, performance management, career progression, promotion and recognition. In this way, academic staff members and their leaders and line managers have a clear and unambiguous view of capability development. If the framework is robust and inviting, this should not be a compliance exercise but rather an opportunity too good to miss.

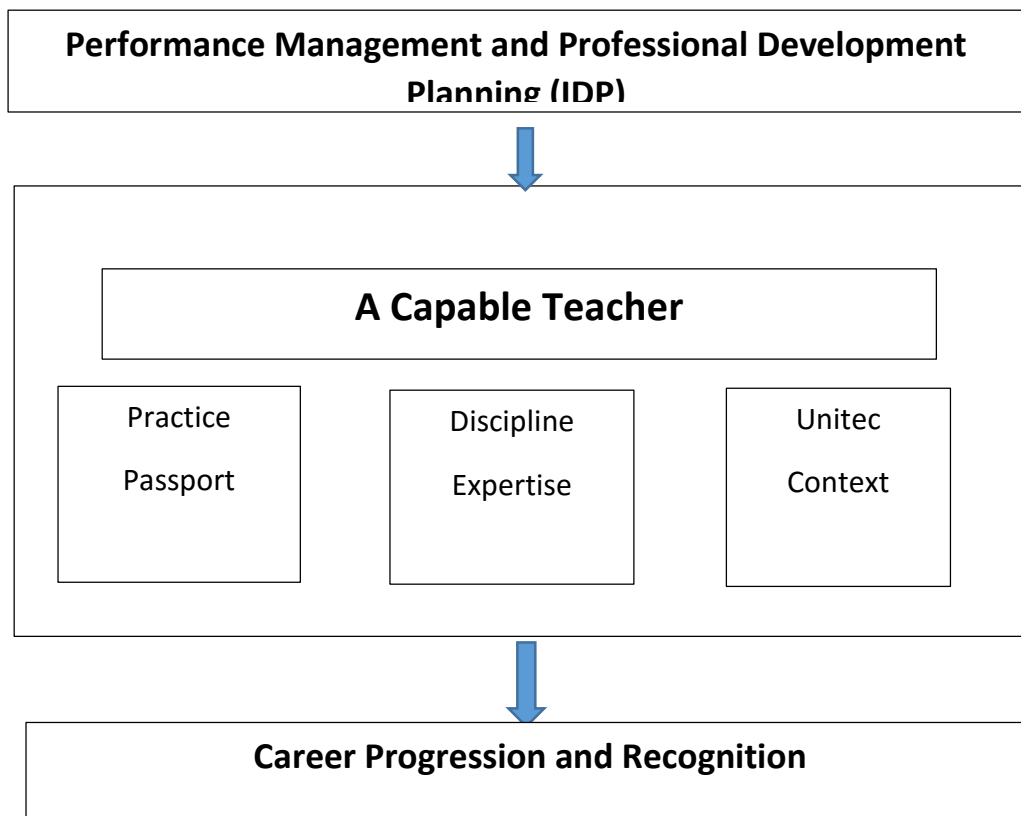
Implicated will potentially be:

- HEA fellowship (associate, fellow, senior fellow, principal fellow)
- Internal Unitec teaching fellows as a career pathway (as an alternative to Associate Professor)

Professional Development Points

It is proposed that we update and activate the Professional Development Points system and that a subset of this will be an ongoing 'Practice Passport' component that relates directly to the capability development of teachers. The PP would attend to the pedagogical components of the CT framework

but other components would be achieved through other PD activity. The diagram below outlines how this might work.



Recommendation

That the Learning and Teaching Committee provides feedback on the Capable Teacher Framework concept paper.