


Supporting sessional staff through PD and CPD

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Sessional academics:

1. The new reality of teaching in HE
2. How are they supported?
3. In what ways are they recognised for it?
4. How can PD impact their teaching, the students they teach and themselves?
5. What form of PD is optimal?



Academic professional development

Type	Target	Pros & Cons
Induction program	New academics	Essential, moderate scale, not ongoing, does not target group most needing PD
GCHE / GCAP	New academics / Ed focussed staff	AQF accredited → staff buy-in Limited scale, onerous → limited appeal, not on-going, does not target group most needing PD
Modular / portfolio	All academics	Ongoing, iterated, flexible, themed, scalable Organisational buy-in / resistance, administrative reqs (setup / QA)



PD - TEQSA and HESF requirements

TEQSA requires that providers evidence that PD:

- occurs,
- is fit for purpose, and
- effective in meeting and continuing to meet the relevant standards for teachers, both individually and collectively

.....for all educators.....

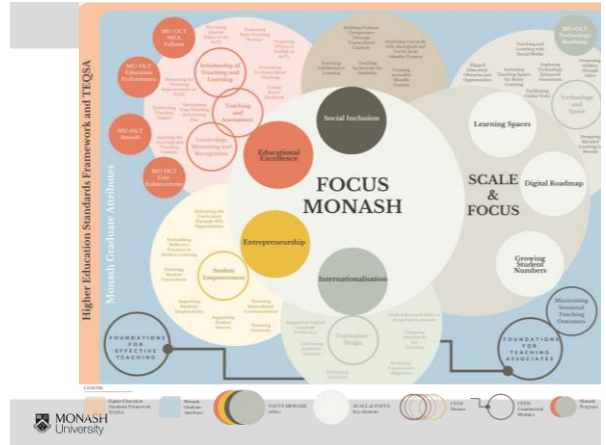
However, Andrews et al. (2016)... “a general reluctance for universities to invest in PD for contingent staff due to a perceived lack of long term organisational benefit”.



CEED Themes and Foundation Modules



Maximising Sessional Teaching Outcomes¹ specifically designed to provide training for ‘professional sessionals’ and HDR students – strongly endorsed by Monash Graduate Education



Monash CEED – Brave New World of CPD?

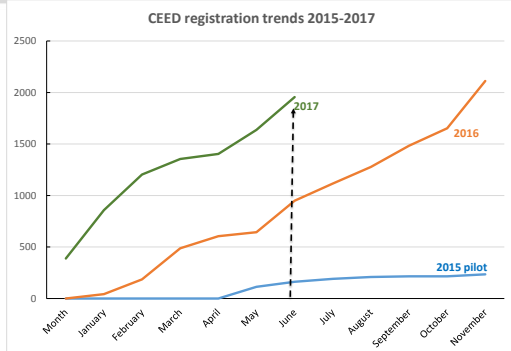
- By 2018, ~80, 3 / 6 hr modules
- Six (+1) themes, each comprising 8-10 modules;
- Blended and online → flexible
→ Develops portfolio of tools /resources to enhance practice, improve student engagement and learning.

Supports:

- New academics
- Continuing and fixed-term academics
- Sessional academics (tutors, demonstrators, CASA)
- Grad / HD researchers who teach
- Professional staff involved in T&L



CEED engagement, 2015 - 2017



Maximising Sessional Teaching Outcomes

Modules:

- Foundations for teaching associates
- Building on foundations for teaching associates
- Consistency in marking and providing feedback
- Learning in small groups
- Reflecting on your teaching
- Teaching and learning with social media
- Responding to iSETU feedback*

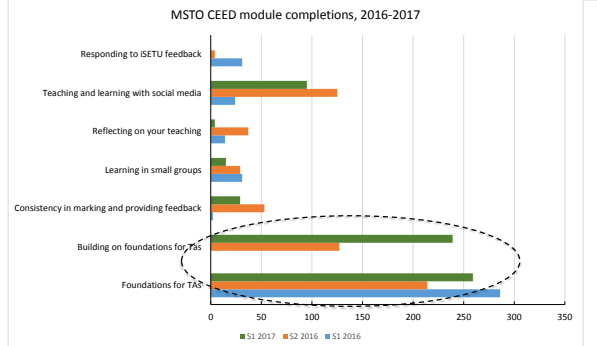
Online

Blended

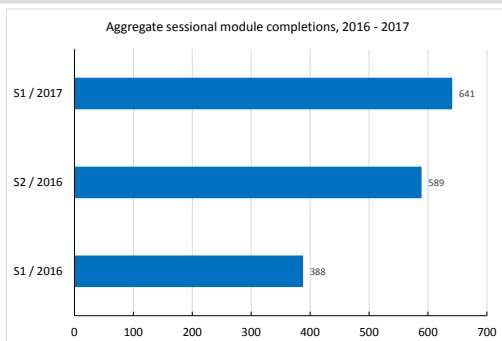
* Not conducted semester 2, 2016



MSTO CEED completions, 2015-2017



Module engagement trends



Participant feedback

Foundations for TAs

“The learning material was excellent. I learnt a lot from going through the topics”

“I really liked the content and specifically the structure which had the learning objective and then the student activity.

“The depth and breadth of content covered in this online unit was great. This gave me very practical skills in planning a lesson that I literally applied to writing my PhD intervention the very next day.”



Participant feedback

“The fact that is online and I can do it anytime to fit in my busy schedule”

“Awesome module! Thank you for creating it!”

“The flow of introducing new topics and then allowing us to expand on our work each time a new idea was introduced was well thought out and allowed a steady introduction to these topics”



Where to from here?

Monash is the only Australian university with a continuing PD requirement for educators.

CEED is currently being reviewed, which is appropriate.

Concurrent with greater online delivery of Monash courses, CEED likely to move increasingly to online delivery.

