

BC-Teaching and Learning Council

Action Group Summary Document

Initiative: Professional Learning Pathways in Teaching and Learning for PSE

Members: Beverlie Dietze (*Okanagan College*), Julia Denholm (*Capilano University*), Grant Gregson (*Emily Carr University of Art & Design*), Liesel Knaack (*Vancouver Island University*), Janni Aragon (*University of Victoria*), Susan Crichton (*University of British Columbia Okanagan*), kele fleming (*University of British Columbia*), Susie Findlay (*Vancouver Community College*), and Tracy Kelly (*BCcampus*)

Introductory Comments from Action Group Members:

Beverlie – faculty development should extend to all members of the College, not just faculty

Susie – need to coordinate PIDP renewal with Certificate in PS T&L; PIDP students are PS faculty and non-faculty, as well as workplace trainers (e.g., Hydro, Telus, etc.)

Grant – need to get graduate students (i.e., future faculty) interested in teaching and learning and help them develop their expertise, find ways to motivate faculty to work with them

kele – design a professional development pathway for faculty, grad students and TAs that is easy to navigate; a process for sharing out and learning from other institutions; also interested in collaboration among provincial organizations

Susan – Faculty of Education is in the midst of developing a certificate in higher education; interested in figuring out how to address the needs of a range of faculty from university profs to trades instructors; interested in helping faculty ladder into graduate studies (Beverlie mentioned that Brock University has a great adult education model, and that University of Alberta has a certificate aimed at grad students and new instructors with a practicum); also asked the question: how does an institution express and articulate its pedagogical stance?

Janni – need to support faculty across the board; sits on Senate sub-committee on teaching and learning and spoke about the value of teaching dossiers

Liesel – focusing on institutional/provincial work, worked with a small group to develop the 2014 symposium on scholarly inquiry; proposes framework that identifies themes; emphasized change management element of faculty development; focus away from teaching and onto learning (Susan commented on interesting “unconference” model, noted that students fall through the cracks because of a lack of “continuity of care” on faculty’s part); suggested multiple entry points (PIDP would fit in some way), modularized, multiple ways of demonstrating learning, multiple pathways, certain outcomes that students would need to demonstrate and get recognition/certification;

currently building online courses on teaching online and course design; commented on concerns from various institutions about “scholarship”, which are misleading/confusing – the idea is about creating a professional learning pathway and being/becoming a good educator; certificate would include peer observation, ePortfolios that document the individual journey with a non-punitive/restorative justice approach that emphasizes the positive and supports continuous professional development

1. Summary Details of Actionable Initiative

This initiative is about building a framework with varied pathways for all employees of public post-secondary institutions in BC to access and engage in professional learning experiences around teaching, learning and technology. These pathways will include activities, events, courses, intensives, workshops, conferences, symposia, collaborations, communities of practice, etc. that leverage existing offerings and strengths in the sector while building connections among institutions, BCcampus, ETUG, and BCTLN.

- Consider existing frameworks used for faculty development
- Consider how learning works, learning approaches (rooted in evidence and core learning principles)
- Consider change management aspect (making people aware first, then create desire from within before planning/knowledge of content)
- Consider the potential for “learning across the institution” with opportunities open to all employees
- Ensure that design of courses/program reflects alignment with current models
- Include a diversity of topics, pedagogies, and themes
- Consider tying to learning outcomes and quality assurance work being done at provincial level
- Consider this being a sustainable initiative that has appropriate funding and components so that it continues without much work in future
- Ensure there is a common philosophy underlying all pathways

2. Next Steps *(what actions need to happen next, timelines)*

Meet as a Group Online over the next few months (July, August, Sept and Oct meetings – before November 12 next Council Meeting)

1. Establish **outcomes and demonstrable actions**; set some realistic goals of what we can accomplish in 6 months + 12 months *(timeline: by end of August)*
2. Build a **framework** (so we know what the ‘pathway’ might look like, have a better vision of the parts and pathways, come to common understandings) *(timeline: by end of September)*

3. **Inventory** (or tie into other Action Group) existing offerings/events/activities, look at signature pedagogy/principles underlying development (*timeline: by end of October*)
4. Share with **PSE Community** for feedback (buy-in, input etc.) (*timeline: by early November*)
 - a. Messaging Points – ensure we explain that this is not a mandated pathway nor something that their institution is requiring them to be part of; ensure awareness of sensitivities, confirmation of core guiding principles

3. **Resources** (*what resources are required for undertaking initiative?*)

Website to host information on Professional Learning Pathways in Teaching and Learning

Tweak or Edit existing resources (courses, workshops etc) if required for framework

Build new components to the pathway