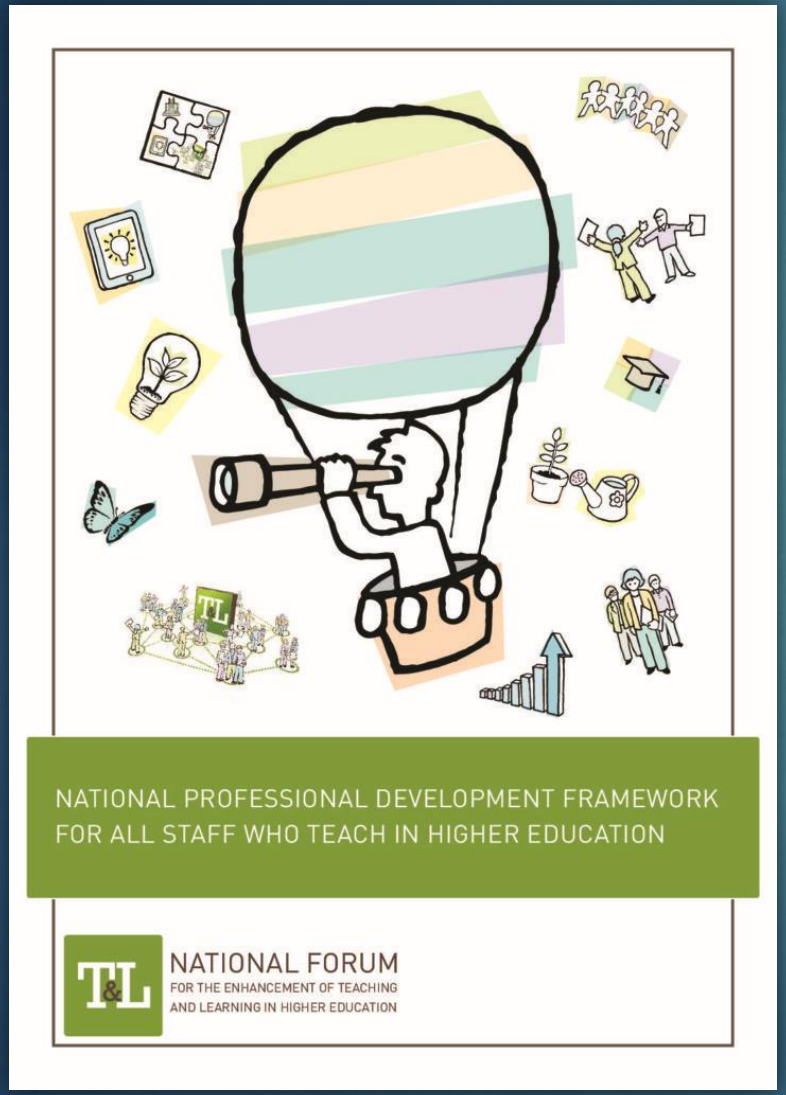
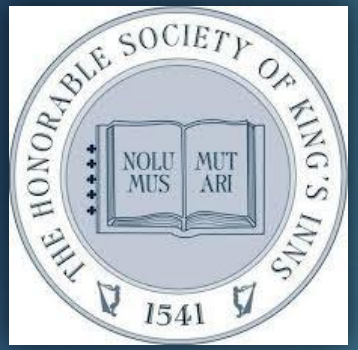


Implementing the National Professional Development Framework For All Those Who Teach in Higher Education (PDF) at CCT College Dublin: **A Community of Practice Approach**

Marie O' Neill, Head of Enhancement

cct College Dublin
Computing • IT • Business

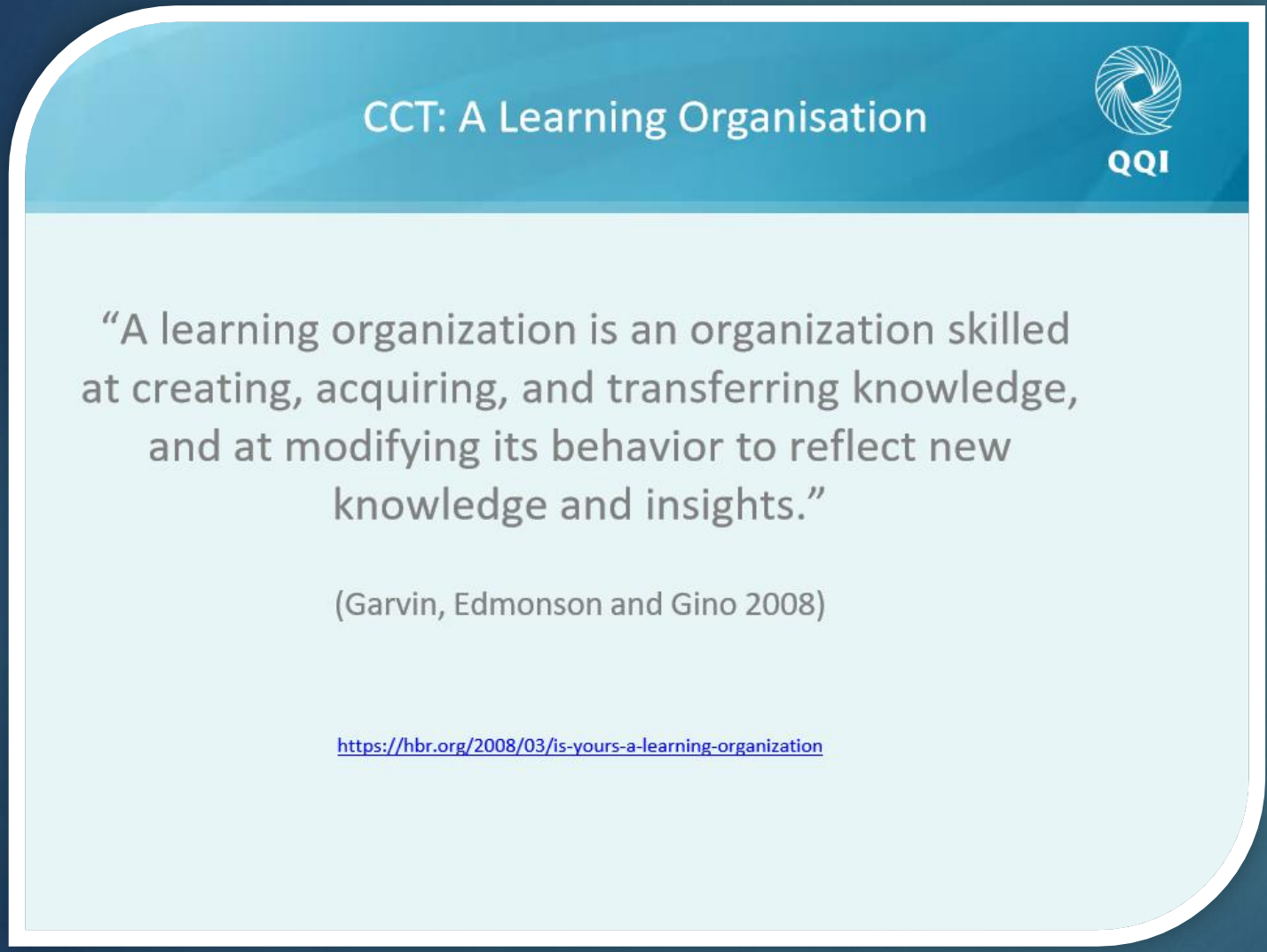
30 year career in the following organisations as a librarian and library manager. Since Jan 2018, Head of Enhancement at CCT College Dublin



CCT College Dublin

- Established 2005 by Neil Gallagher, President
- Business and ICT Programmes
- Approx 1000 students
- Reengagement 2018
- Programme provision up to and including Level 9 of the NFQ
- Senior Executive Leadership Team: Neil Gallagher, Karl Gallagher, Naomi Jackson, Graham Glanville

QQI Conference: Exploring Models of Success 2020



Since CCT's establishment in 2005, PD activity a core priority and activity

"*Continue to support the professional development of our staff through mentoring, network training initiatives, development opportunities, education events, and career support*"

CCT Strategic Plan, (2018, p.10)

The National Professional Development Framework at CCT College Dublin

2017 Pilot Participation

2018 PACT Badge

2019 Embedded PDF in the CCT Certificate in Teaching and Learning

2019 delivered a national iteration of PACT

1. Pilot Phase

CCT College participated in a number of pilots of the PDF including the HECA Librarian Pilot

HECA Librarians pictured with Professor Sheila Corrall, University of Pittsburgh

L2L
Library Staff Learning to Support Learners Learning

http://l2l.ie/

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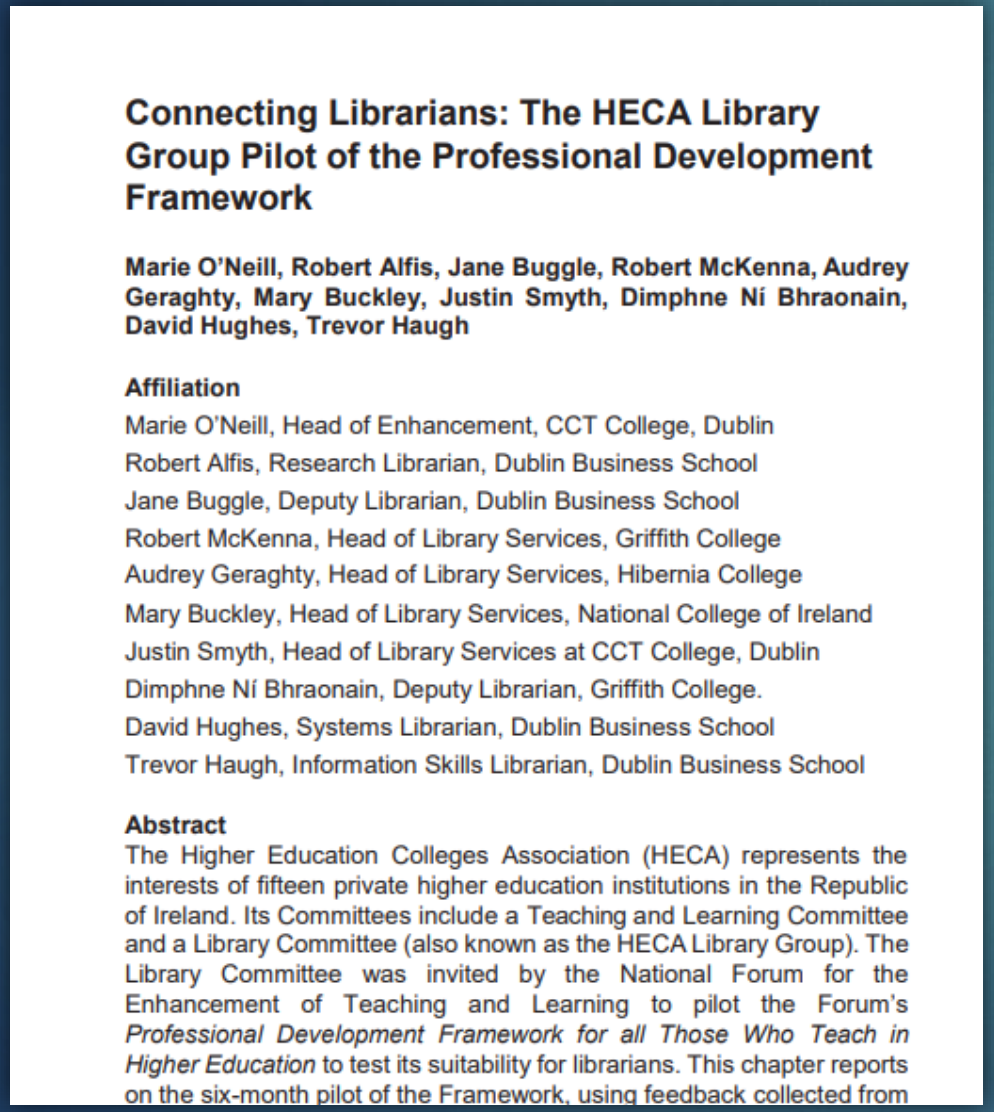
HECA Librarian PDF Pilot



Connecting Librarians: The HECA Library Group Pilot of the Professional Development Framework

Marie O'Neill, Robert Alfis, Jane Buggle, Robert McKenna, Audrey Geraghty, Mary Buckley, Justin Smyth, Dimphne Ní Bhraonain, David Hughes, Trevor Haugh

Affiliation

Marie O'Neill, Head of Enhancement, CCT College, Dublin
Robert Alfis, Research Librarian, Dublin Business School
Jane Buggle, Deputy Librarian, Dublin Business School
Robert McKenna, Head of Library Services, Griffith College
Audrey Geraghty, Head of Library Services, Hibernia College
Mary Buckley, Head of Library Services, National College of Ireland
Justin Smyth, Head of Library Services at CCT College, Dublin
Dimphne Ní Bhraonain, Deputy Librarian, Griffith College.
David Hughes, Systems Librarian, Dublin Business School
Trevor Haugh, Information Skills Librarian, Dublin Business School

Abstract

The Higher Education Colleges Association (HECA) represents the interests of fifteen private higher education institutions in the Republic of Ireland. Its Committees include a Teaching and Learning Committee and a Library Committee (also known as the HECA Library Group). The Library Committee was invited by the National Forum for the Enhancement of Teaching and Learning to pilot the Forum's *Professional Development Framework for all Those Who Teach in Higher Education* to test its suitability for librarians. This chapter reports on the six-month pilot of the Framework, using feedback collected from

Focus group with the HECA Librarian pilot participants. Chief finding: Librarians felt less siloed and more connected to the wider academic community.

"The construction of the PDF itself: the domains, typologies etc. instantly made me feel more plugged into the wider educational environment"

"The PDF gave me a bit more of a voice in terms of dealing with other colleagues. I felt that I had more authority. I also initiated more collaborative projects within my institution."

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Pilot Findings: Benefits of the National Professional Development Framework

22 pilot groups comprising faculty, librarians, learning technologists, work place coordinators and more

- the positive impact of the professional development process on individual participants
- the transformative potential on teaching and learning practice of engaging with the Framework
- that individuals who engage with the Framework can gain confidence in their teaching
- that the Framework can build strong, inclusive learning communities across all professional identities
- that the Framework can be effective across a wide range of professional identities of those who teach in higher education
- that the shared understanding of different types of professional development, the values that underpin the Framework, and the domains that give it structure can work in practice.

Donnelly R. and Maguire T. (2018, p.3)

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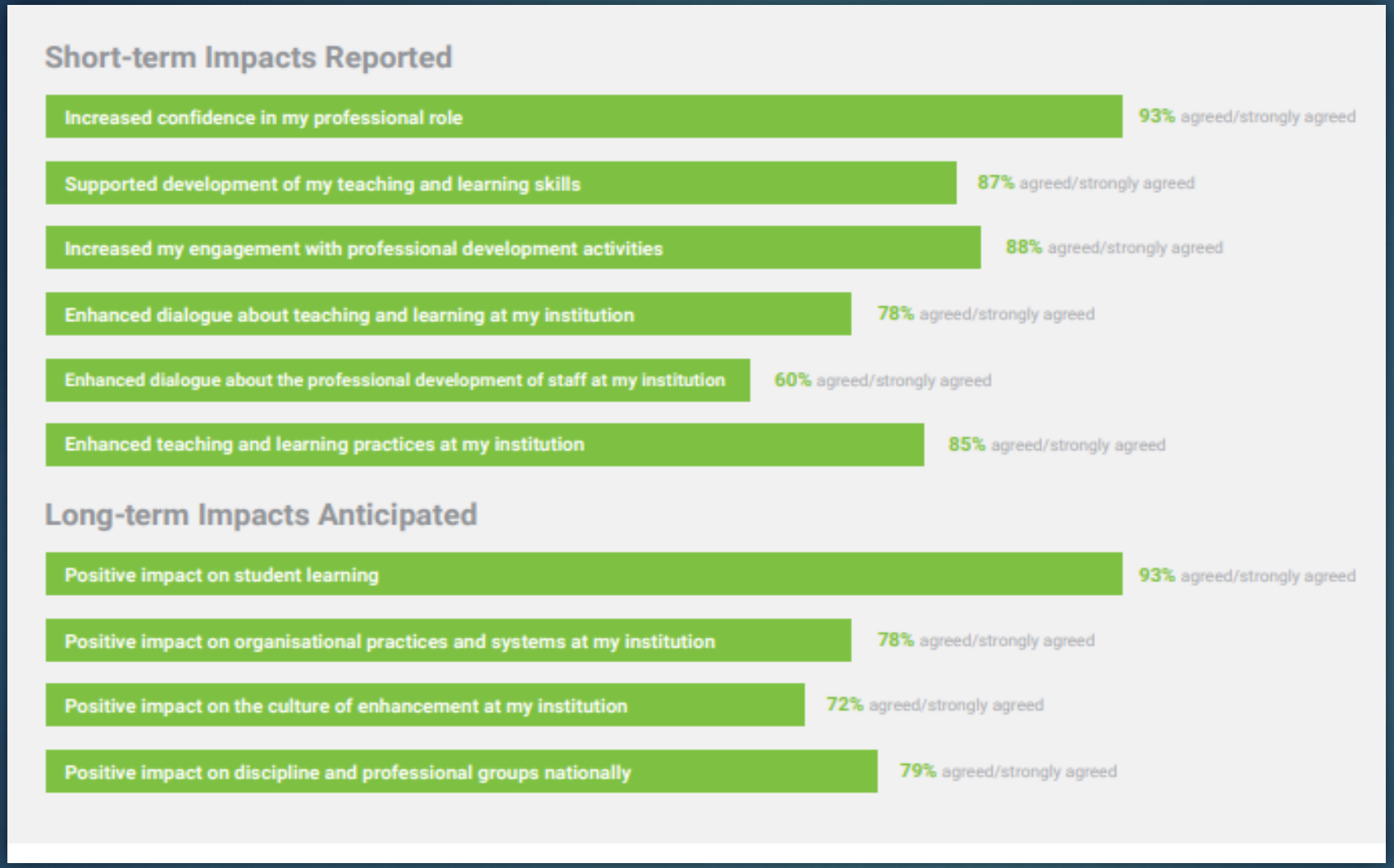
Implementation: Other findings



Donnelly, R. and Maguire T. (2018, p.17)

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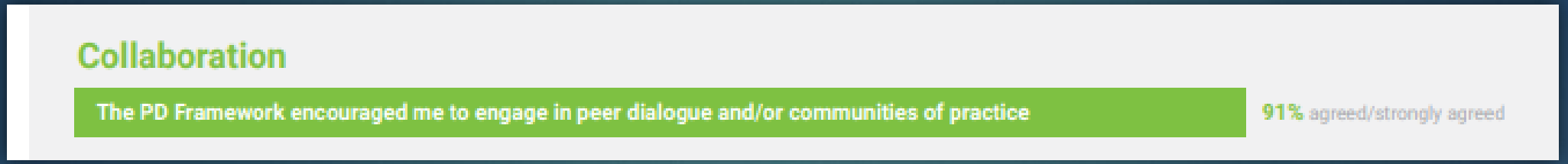
Sectoral Pilot findings: Importance of Community



"The pilot process validates what the participants do... they feel special by being engaged with us... it has provided a space and a structure for conversation, so it has given them a shared language and they have created their own support networks which is very impactful for them."

"It was really powerful, it created another community that I belonged to within the university."

Donnelly, R. and Maguire T. (2018, p.17)

The Self Domain

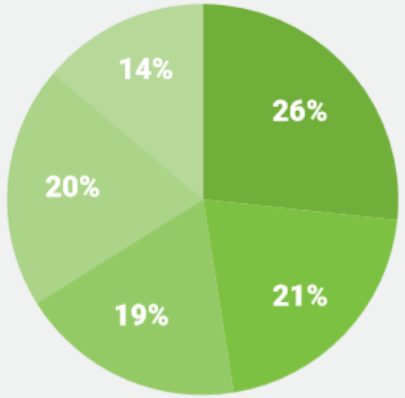
The Domains of the Framework

The framework incorporates five overarching domains, each expanded through a series of elements. The uniqueness that each individual brings to their teaching is acknowledged by placing 'the self' (Domain 1: Personal Development) at the centre of all professional development activity (Figure 2).

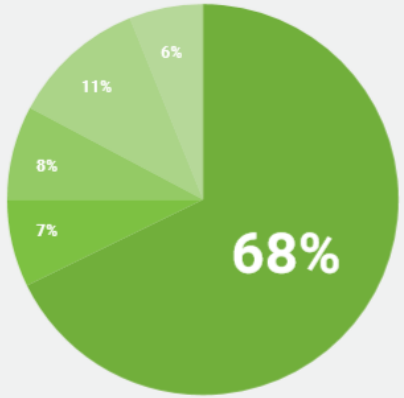
Figure 2: The domains, underpinned by the framework's values.

National Forum A (2016, p.5)

Domains engaged with by all participants



Domain participants started with



Domain 1: Personal Development: The 'Self' in Teaching and Learning

Domain 2: Professional Identity, Values and Development in Teaching & Learning

Domain 3: Professional Communication and Dialogue in Teaching and Learning

Domain 4: Professional Knowledge and Skills in Teaching and Learning

Domain 5: Personal and Professional Digital Capacity in Teaching and Learning

Donnelly R. and Maguire T. (2018, p.14)

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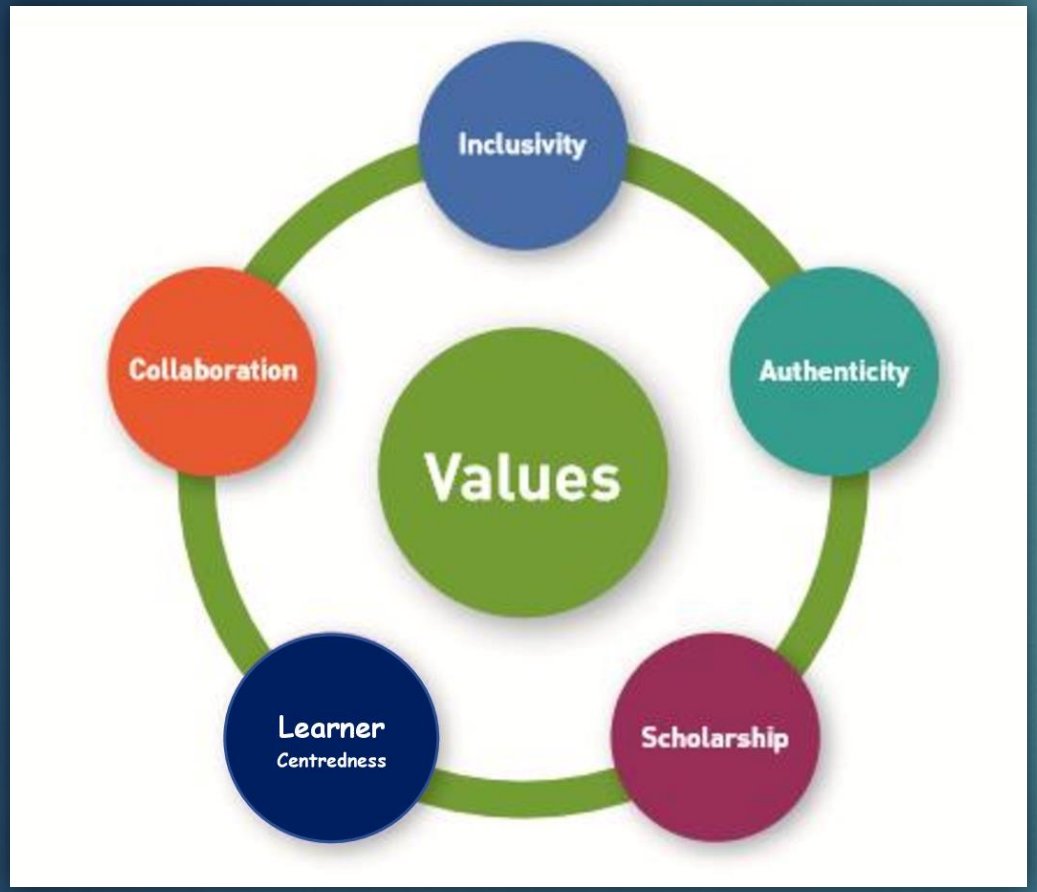
Values of the PDF align to CCT's



National Forum (2016, p.9)

CCT Values

We are committed to

- excellence in teaching, learning, assessment, and innovation
- providing a student-centred, supportive learning environment
- recognising that our achievements are built on the expertise and commitment of our staff
- actively encouraging and promoting social inclusion and diversity
- making a positive impact on our local, national, and international communities
- Operating in an ethical, accountable, and transparent manner in all we do
- continually striving to facilitate enhancement and an innovative approach to education

CCT Strategic Plan, (2018, p.5)

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2. Strengthening Institutional Expertise/PDF Community of Practice

Greg South
Student Success Lead

Naomi Jackson
Dean of Academic Affairs

Marie O' Neill
Head of Enhancement
Also completed the facilitator badge

3. Embedding of the PDF within the **CCT Certificate in Teaching and Learning** with a focus on evidence and reflection

Guest Lecturer, Robert Mckenna, Griffith College Dublin speaks on the CCT Excellence in Teaching course on models of reflective practice, also incorporating an exercise on reflective practice by **Professor Jenny Moon**.

4. National Iteration of PACT

NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

About Our Priorities Awards Funding Ne

GETTING STARTED WITH PD — PACT

We are delighted to announce that CCT and WIT are teaming up in partnership with the National Forum for the Enhancement of Teaching and Learning in Higher Education to facilitate the Digital Badge for PACT in a **fully online format** this Autumn/Winter. This course was developed by the National Forum as part of the Forum's open courses initiative. **The course will run for 6 weeks from Nov 5th 2019** and will provide participants with a strong introduction to the Professional Development Framework for all who teach

Registration closes Friday, 1 November 2019

Ken McCarthy, Acting Head of the Centre For Technology Enhanced Learning, WIT

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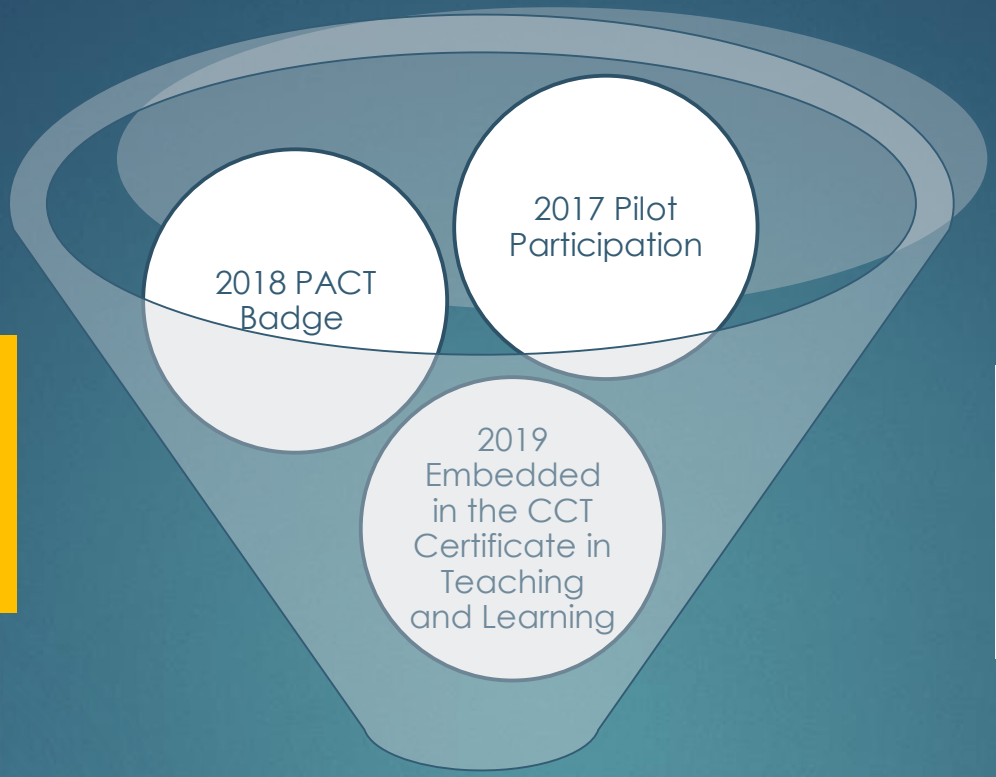
Computing

Institutional Expertise/ Community of practice at CCT College Dublin

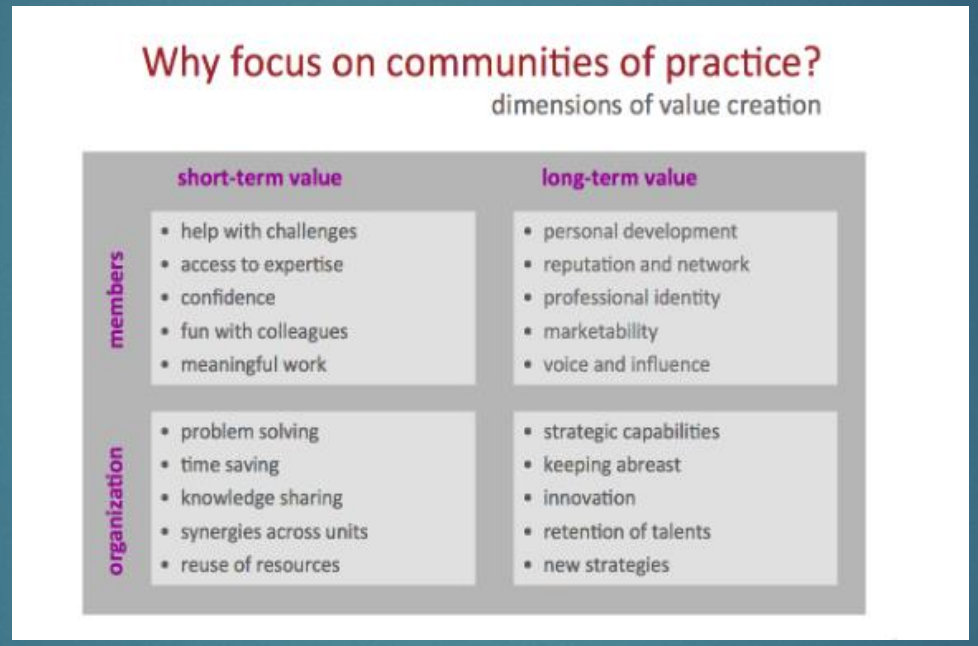


2019 delivered a national iteration of PACT

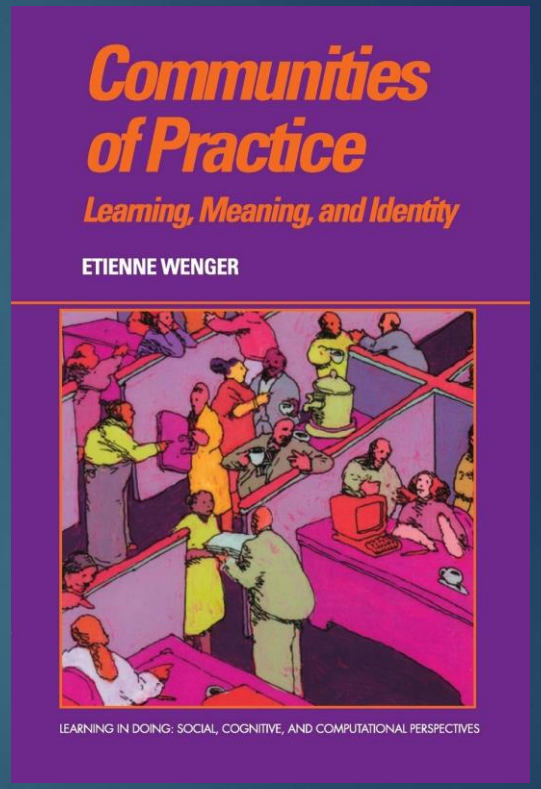
2020 Continued Promotion of the PDF Institution wide

- Mentoring, workshops, PACT badge etc.
- Continued organic evolution
- The National Forum is looking at a PDF recognition framework

Communities of Practice: Wenger



(Wenger, n.d.)



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Speakers at:

NF Pilots Day (Keynote)

QQI Models of Success

HAQEF PD Colloquium

National Seminar Series (HAQEF)

Organisations that CCT College have engaged with from pilot stage onwards

Dundalk Institute of Technology

TU Dublin – Ollscoil Teicneolaíochta Bhaile Átha Cliath – Technological University Dublin

Institute of Technology Carlow – Institiúid Teicneolaíochta Cheatharlach

Trinity College Dublin – The University of Dublin

Waterford Institute of Technology

GMIT Mayo

DBS Dublin Business School

University of Limerick – Ollscoil Luimnigh

L2L – Librarians Learning to Support Learners Learning

National College of Ireland

Irish Management Institute

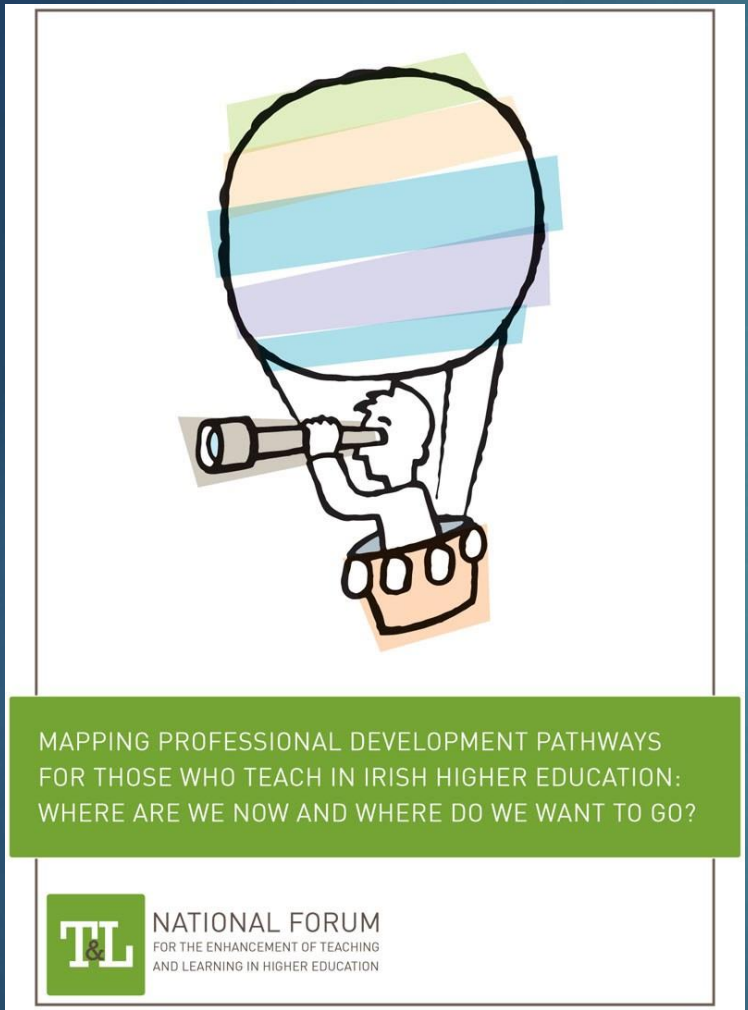
HECA – Higher Education Colleges Association

Hibernia College

National Forum for the Enhancement of Teaching and Learning in Higher Education

MIC – Mary Immaculate College – Coláiste Mhuire Gan Smál

Existing Frameworks versus the PDF



National Forum, (2015, p18)

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Apr 14, 2017, 09:00am EDT

College Silos Must Die For Students To Thrive

Ryan Craig Senior Contributor
Education

This post was co-written with Troy Markowitz, VP Partnerships at Portfolium.

A liberal arts education has been a hallmark of American higher education for generations and continues to be essential in the 21st-century world. The value of combining breadth and depth in higher education is easy to understand: access to academic insights and experiences across multidisciplinary coursework produces graduates who are better equipped to think critically, communicate more efficiently, translate soft into hard skills in the workforce, creatively synthesize information and work in teams with diverse colleagues.

College graduates realize these benefits as a result of coursework that is not siloed within any one particular major or course of study, but rather the direct result of a learning environment where knowledge is shared and received across conventional disciplines.

FACULTY FOC

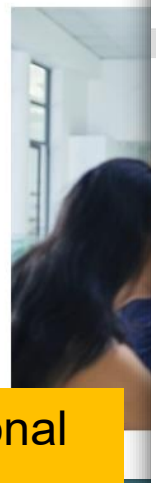
HIGHER ED TEACHING STRATEGIES FROM MAGNA PUBLICATIONS

HOME TOPICS FREE REPORTS MAGNA PRODUCTS CONFERE

In EFFECTIVE CLASSROOM MANAGEMENT, FACULTY DEVELOPMENT

Moving from Silos and Burnout to Community and Engagement

October 9, 2017 *Scott Gabriel, PhD*



THE CHRONICLE OF HIGHER EDUCATION NEWS OPINION ADVICE STORE JOBS

SECTIONS FEATURED: How Will the Pandemic Change Higher Education? The Looming Enrollment Crisis How to Support Transfer Students

ADVICE

How to Counter the Isolation of Academic Life

By Trisalyn Nelson and Jessica Early | FEBRUARY 02, 2020

"Faculty life can be lonely. The traditional academic model requires you to demonstrate autonomy in scholarship and teaching. Both the tenure process and the metrics for tracking faculty progress (e.g., Google Scholar, Scopus) emphasize individual success.." Nelson, and Early, (2020)

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AISHE-J: Roisin Donnelly and Terry Maguire (Spring 2018)

Supporting Teaching and Learning Transformations through the National Professional Development Framework: Establishing and Recognising an Inclusive Community of Practice for All who Teach in Irish HigherEducation*

Roisin Donnelly†
Terry Maguire‡

†National Forum for the Enhancement of Teaching and Learning in Higher Education, now based at Dublin Institute of Technology
‡National Forum for the Enhancement of Teaching and Learning in Higher Education now based at Institute of Technology, Tallaght

Abstract

The National Forum (NF) for the Enhancement of Teaching and Learning has recently completed an initial implementation of the National Professional Development Framework (PDF) for all who teach in higher education. Prior to the publication of the PD Framework in 2016, there was no mechanism or route in place nationally to give structure, focus and support to individual staff to avail of relevant professional development and utilise it to realise their full potential in their teaching role. This important work is deepening sectoral understanding of the PDF itself and leading towards national recognition of an individual's commitment to their professional development across the universities, institutes of technology and private colleges.

This article is written as a reflective commentary on this key national initiative in Irish higher education. It outlines the challenge in the development of the framework, that it must be relevant in a diversity of institutional contexts and approaches of professional development across the sector. The framework, to be sustainable, required an inherent inclusivity and flexibility that enables all staff who teach, regardless of the context within which they work, to engage with it to support their professional development throughout their career. This paper explores other themes that emerged during the development and subsequent implementation of the framework including: the personal and professional aspects of development for those who teach; change as a means of individual empowerment; an emergent community of practice supporting implementation; and supporting the emergence of transformations at institutional level.

Keywords: Community of Practice, Empowerment, Inclusive, Professional Development Framework, Recognition, Teaching and Learning, Transformation

The extensive consultation that supported the development of the Irish Professional Development Framework has ensured that the framework is culturally appropriate to the Irish context, is inclusive, and reflects the diverse needs of those who teach within our higher education sector. It is a PD framework that has been devised by the sector for the sector. It empowers individuals to drive their own professional development and take responsibility for their setting and achieving their own personal goals at their own pace. It advocates the notion that professional development is not a once-off activity, but one that is an integrated and essential component of the entire professional career of those who teach. The pilot implementation of the framework has highlighted that it has the power to transform teaching and learning in Irish higher education. It has also pointed to the strength of a community of practice approach to supporting those engaging with the framework across the sector. The diversity of opinion about what the national framework would look like (the form it took and its content) means that the PD Framework as developed may not be considered perfect, but importantly it is accepted by all those who teach in the sector as usable for their practice.

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Remember the **telescope** in the image. Stay aware of the big picture.

Irish plan offers European roadmap to improve teaching

Ireland's efforts to develop the skills of university teachers could be copied elsewhere in Europe, says Terry Maguire and Roisin Donnelly

March 5, 2019

By Terry Maguire and Roisin Donnelly

Twitter: @TerrymagNF

How do you improve teaching quality in higher education? It's a question that is never too far from the headlines as students, parents and politicians demand more from universities.

THE

As more institutions implement it, it will be crucial that they remain true to its underpinning ethos and resist simply counting the number of staff with accredited teaching and learning qualifications.

Maguire T. and Donnelly R., March 5th, 2018

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Padlet Question

- https://padlet.com/ruthnibheolain/drezqd1cormcpwlk

Are you engaged in communities of practice in relation to the PDF. Do you find them useful and if so how?

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