

Developing a Staff Development Programme

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The Intended Outcomes of This Session

- 1. Reflect on the teaching and learning environment of your own institution.**
- 2. Identify the areas of changes appropriate to your own institution.**
- 3. Identify some possible intended outcomes of staff development programme for your own institution.**
- 4. Design aligned staff development activities to achieve the outcomes.**
- 5. Design formative evaluation procedures on the effectiveness of the staff development programme.**

Knowing the Teaching and Learning Environment of Your Institution

- **Institutional philosophy on teaching/learning and assessment.**
- **Institutional policies and procedures for enhancing teaching and learning.**
- **Current common teaching and assessment approaches.**
- **Institutional/departmental policies and procedures supportive/not supportive of constructively aligned teaching and assessment.**

Through:

- **Reviewing existing documentation.**
- **Talking with colleagues at various levels.**
- **Talking with students.**
- **Others sources.**

Activity 1: Knowing the Teaching and Learning Environment of Your Institution

Discuss within your group the teaching and learning environment of your institution and identify any elements that are likely to:

- (a) support constructive alignment, and***
- (b) require changes so that they will be supportive of constructive alignment.***

**Knowing the Intended Scale of Implementing
Constructive Alignment at your Institution**

Across the whole institution

OR

Focusing on a few faculties or departments?

Current T/L Environment
(Where you are)



Gap to be bridged by staff development



Intended Scale of Implementing CA
(Where you want to go)

Staff Development Programme to Bridge the Gap

- 1. What are the intended outcomes of the staff development programme?**
- 2. What are the activities to achieve the intended outcomes?**
- 3. How is the progress and success of the programme going to be evaluated?**
- 4. What resources do you need?**

Some Possible Aims of Staff Development Programme

- 1. Introduce the concept of constructive alignment to your colleagues.**
- 2. Help your colleagues reflect on their current theory and approach to teaching/learning and assessment.**
- 3. Help your colleagues design and implement constructively aligned teaching/learning and assessment practices.**
- 4. Provide on-going support to the institution and teaching staff at various levels in implementing and enhancing constructively aligned teaching/learning and assessment.**
- 5. Provide support to the institution as a whole to create and maintain a teaching and learning environment and culture that are supportive to constructive alignment in teaching/learning and assessment – on-going quality enhancement.**
- 6. Others that may be relevant to your institution.**

Levels of Implementing the Staff Development Programme

At Institutional level – working with senior management

- . **Concept and practice of constructive alignment.**
- . **Enhancing policies and procedures regarding T/L, assessment, T/L evaluation and rewarding, resources and support required.**

At Faculty/Department level – working with Deans and HoDs

- . **Concept and practice of constructive alignment.**
- . **Supportive policies and procedures e.g.**
 - **adjusting workload for staff development**
 - **setting up supportive structures such as T/L committee, faculty/departmental T/L retreats, T/L co-ordinators, appropriate recognition and rewarding of teaching etc.**

Levels of Implementing the Staff Development Programme

At individual teaching staff level – working with individual or groups of teaching staff members

- . **Concept and practice of constructive alignment.**
- . **Writing intended learning outcomes.**
- . **Designing and implementing aligned teaching/learning and assessment activities.**
- . **Developing grading criteria (rubrics).**
- . **Designing feedback mechanism to students.**
- . **Obtaining formative feedback on their own teaching and assessment.**
- . **Conducting action research on constructively aligned teaching/learning and assessment.**
- . **Assisting in establishing communication and sharing channels and platforms.**

Activity 2: Your Role as Trainers at Your Institution

Discuss within your team and identify three most important roles that you think you have as trainers at your institution with respect to implementing outcomes-based teaching and learning using constructive alignment.

Please choose a spokes-person to share some of your ideas with the whole group of the workshop after your discussion.

Some Possible Staff Development Activities

- Seminars**
- Workshops**
- Individual discussions on specific issues**
- Sharing sessions**
- Teaching and learning website**
- Co-ordinating and supporting small groups T/L action research projects**
- Training and supporting departmental T/L co-ordinators and resource persons**
- Setting up and supporting special interest groups**

Some Possible Staff Development Activities

- **Setting up and supporting special interest groups**
- **Supporting institution/department/individual teaching staff to collect formative feedback on teaching, learning and assessment, analyse the data and develop on-going development action plans – teaching portfolios and peer formative feedback would be useful**
- **Participating in departmental teaching and learning activities such as teaching and learning retreat, teaching and learning committee**
- **Conducting staff development activities specific to specific departmental needs**

Formative Evaluation of the Effectiveness of the Staff Development Programme

It is an on-going reflective exercise with the aims to:

- 1. monitor the progress of the programme;**
- 2. provide on-going feedback on the achievement of the intended outcomes of the programme;**
- 3. identify areas of success and areas for changes or further development;**
- 4. help formulate further staff development plans.**

Possible Sources of Formative Evaluation of the Effectiveness of Staff Development Programme

- **On the staff development activities themselves:**
 - **Feedback questionnaire on staff development activities**
 - **Qualitative feedback on staff development activities**

Possible Sources of Formative Evaluation of the Effectiveness of Staff Development Programme

- **On enhancement of teaching and learning through implementing OBTL:**
 - **Relevant questionnaires on teaching and learning such as Study Process Questionnaire, Learning Experience Questionnaire and Course Experience Questionnaire**
 - **Individual or focus group interviews of students and teaching staff at various levels on teaching and learning**
 - **Examples of constructively aligned teaching/learning and assessment activities**
 - **Teaching portfolio from teaching staff**
 - **Formative peer review of teaching and teaching related activities**
 - **Teaching development action research projects and outcomes**
 - **Reflective journals from staff developers and teachers**

Analyse, interpret the data to inform further staff development plans.

Possible Sources of Formative Evaluation of the Effectiveness of Staff Development Programme

These sources of information could contribute towards developing the team Formative Assessment Portfolio.

Activity 3

Discuss within your group some initial thoughts about the staff development programme that you are going to implement in your own institution.

- . What are some of the outcomes that you intend to achieve through the staff development programme that you are going to implement?***
- . What are some of the possible and relevant activities you would conduct to achieve the intended outcomes?***
- . How are you going to evaluate formatively the effectiveness of the staff development programme?***

Please write down some of the ideas of your discussion on the flip chart and share with the whole workshop group.

Activity 4: Group Activity

As a team of trainers, discuss and identify:

- 1. What questions or concern you may have in designing and implementing a staff development programme on applying constructive alignment to teaching and assessment at your institution.***
- 2. What is your initial thought to deal with these questions or concern?***

Activity 5: Individual Activity

Take a few minutes to reflect on the discussion and sharing during this workshop and identify:

- 1. One thing that you have gained from the workshop which will be useful for you to fulfil your role as a trainer at your institution.***
- 2. One action that you will take to facilitate you achieving your role.***

This reflection could form part of the Formative Assessment Portfolio that your team is going to develop.