

Learning and Teaching Quality and Standards - Professional Development of Teaching Staff Procedure

Section 1 - Summary

(1) This Procedure establishes a framework for the Learning and Teaching induction and professional development of teaching staff members.

Section 2 - HESF/ ASQA/ ESOS Alignment

(2) HESF Standard:3.2 Staffing

Section 3 - Scope

(3) This Procedure applies to the teaching-related professional development of:

- a. All teaching staff (ongoing, contract and sessional) delivering higher and further education courses, including non-award courses, at or on behalf of Victoria University, other than those excluded below.

(4) This Procedure does not apply to:

- a. Teaching staff, however employed, delivering vocational education courses at or on behalf of Victoria University Polytechnic.
- b. Guest lecturers (delivering a single or very limited number of specialised lectures or sessions).
- c. Adjunct or visiting teaching fellows.

Section 4 - Definitions

Induction	Provision of information and professional development to staff, relevant to their role and carried out at the commencement of employment
Learning and Teaching Induction	Specific activities providing information and professional development relevant to teaching roles. The Learning and Teaching Induction is offered by Connected Learning.

Section 5 - Policy/Regulation

(5) [Learning and Teaching Quality and Standards Policy](#)

Section 6 - Procedures

Part A - Roles and Responsibilities

Roles	Responsibilities
Teaching staff	Complete required induction programs. Identify professional development needs and undertake further activities to fulfil them. Keep up to date with learning and teaching-related policies and procedures. Keep up to date with opportunities to engage in relevant learning and teaching professional development.
Colleges	Advise all teaching staff of the requirements for their induction and in accord with sections 15 and 17 requirements for the completion of the GCTE. Communicate the role and importance of learning and teaching professional development in relation to expected teaching skills. Promote professional development opportunities relevant for teaching staff. Work with staff in Connected Learning to design and support ongoing learning and teaching professional development.
Partnerships (TNE)	Advise all Transnational Education (TNE) teaching staff of the requirements for their induction. Communicate the role and importance of learning and teaching professional development in relation to expected TNE teaching skills. Promote professional development opportunities relevant for TNE teaching staff. Work with TNE teaching staff to support ongoing learning and teaching professional development.
Connected Learning	Provide initial Learning and Teaching induction for all Victoria University teaching staff. Provide opportunities for teaching staff to engage in continuing central and College-level learning and teaching professional development. Provide the Graduate Certificate in Tertiary Education free of charge to all eligible teaching staff.
Deputy Vice-Chancellor, Higher Education	Determine requests to waive the requirement of the Graduate Certificate of Tertiary Education completion for new staff.
VU Online	Advise all VU Online teaching and teaching support staff of the requirements for their induction. Communicate the role and importance of learning and teaching professional development in relation to expected online teaching and delivery skills. Undertake required training.

Part B - Overview

(6) Victoria University situates teacher development within a "whole of career" approach that includes early induction, credentialed courses, and ongoing professional development activities, both formal and informal.

(7) Where possible, the professional development of teaching staff involves quality focused and contextualised learning, relevant to the needs of participants in their day to day teaching practice.

(8) Participation in the University's program of professional development activities for teaching staff, including initial induction sessions and support, is encouraged and supported by the University and its Colleges and Partnerships (TNE).

Part C - Learning and Teaching Induction

(9) All teaching staff appointed for the first time to Victoria University are encouraged to complete the Learning and Teaching Induction.

- a. Learning and Teaching Induction will be offered by the Connected Learning and where possible, the Learning

and Teaching Induction will be delivered flexibly to accommodate location and availability.

(10) Sessional staff will be paid at the 'other duties' rate when they participate in their initial Learning and Teaching induction sessions (applicable only to the first semester / session that the staff member teaches for VU). Sessional staff may participate in subsequent Learning and Teaching induction every three years.

(11) Where Victoria University delivery partners employ sessional academic and support staff, the University will liaise with the partner to develop an equivalent induction activity.

(12) Where possible, the Learning and Teaching Induction will commence before the teacher's first teaching session.

Part D - Graduate Certificate in Tertiary Education

(13) All Victoria University higher education teaching staff appointed for the first time with ongoing or a minimum of 3 years contract are required to satisfactorily complete the Graduate Certificate in Tertiary Education within the first three years of their employment.

(14) Satisfactory completion of the Graduate Certificate is a requirement for earning tenure at the end of the probationary period, excepting as described in Exemptions from Graduate Certificate in Tertiary Education, below.

(15) Where completion of the Graduate Certificate is a probation requirement, the time needed to complete the qualification is included in the workload and work plans of participants.

(16) The Graduate Certificate in Tertiary Education will be provided free of course and amenities fees to all current teaching staff.

(17) Teaching staff who leave the university's employment following the first semester of enrolment in the Graduate Certificate may continue in the course for up to two years with course fee exemption.

Exemptions from Graduate Certificate in Tertiary Education

(18) The Deputy Vice-Chancellor, Higher Education, is responsible for granting exemptions from the Graduate Certificate in Tertiary Education on the written advice from the relevant Dean or Director of Connected Learning.

(19) Applications for exemption must be accompanied by evidence, e.g. a teaching portfolio demonstrating consistently positive student feedback and attainment, and / or evidence of the attainment of a similar teaching qualification at another institution.

(20) Applicants who are not able to provide sufficient evidence for exemption may apply for advanced standing to the course.

Part E - Communicating expectations

(21) All letters offering employment to prospective teaching staff must include notice that they will be invited to engage in the initial Learning and Teaching Induction.

(22) All letters offering ongoing or a minimum of 3 years contract employment to prospective teaching staff must include notice that they will be required to satisfactorily complete the Graduate Certificate in Tertiary Education within their first three years of employment, as a probation requirement.

Part F - Continuing Professional Development for Teaching Staff

(23) In addition to the Learning and Teaching Induction and the Graduate Certificate in Tertiary Education, the

University will offer a comprehensive range of programs and services for the continuing professional development of its teaching staff.

(24) Professional development that is teaching-focused should be part of teaching staff VU Develop and may include, but is not limited to:

- a. Opportunities for teaching staff to engage in peer review and other collegial learning activities
- b. Presentations, seminars and workshops facilitated by the University
- c. Support for teaching staff to engage in ongoing learning to build their learning and teaching skills
- d. Support for teaching staff to attend seminars, symposia and conferences at other institutions

(25) Funding support, where offered, may include any combination of time release, payment of attendance fees, and travel costs, as determined by the College's overall professional development plan.

Status and Details

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