CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

for Learning and Teaching

Adelaide CPD Framework

ADEPT

Adelaide Development framework for Educators and Professionals who Teach

Vision and Mission

- ADEPT is designed to provide staff with the capabilities and underpinning knowledge, skills and values to create and deliver contemporary, student-driven and evidence-based higher education learning environments.

- The program provides staff with the capacity to effectively translate research-based and inclusive teaching practices to their discipline specific learning environments, enabling students to succeed in all aspects of the University of Adelaide's Graduate Attributes.

- It provides the tools to examine educational practices through critical self reflection and peer review, developing and enhancing professional identity as educator in higher education actively engaged with students in the teaching and learning process.

Vision and Mission

- The program offers opportunities to engage in scholarly activity by belonging and contributing to scholarly communities of practice, assisting staff in their ongoing navigation of the Australian higher education landscape.

- The program promotes and value the development of academic leadership skills through a peer-based delivery approach that underpins all facets of the program.

Program Learning Outcomes

The ADEPT Professional Develoment Program enables new and experienced educators to:

- become more reflective and scholarly practitioners through an application of evidence-based and student-driven educational practices

- design inclusive teaching, learning and assessment approaches underpinned by the principles of Universal Design for Learning

- build their digital learning and teaching capabilities and those of their students

Program Learning Outcomes

The ADEPT Professional Develoment Program enables new and experienced educators to:

- articulate and transfer their teaching philosophy into effective classroom practice through a wide range of approaches that actively engage students

- effectively contribute to a scholarly community of practice for continued colleague support and peer review of teaching practices

- develop a contemporary teaching portfolio that will enhance award, promotion and HEA Fellowship applications

Inclusivity

meeting the needs of all staff with an educational role

Professionalism

continual self-development and focus on quality improvement

Program Values

Integrity and Dignity

all members of the community respected, valued and acknowledged

Collegiality

trusting, collaborative and supportive environment, underpinned by mentorship, social learning and sharing of practice

Scholarship

evidence-based and reflective

Design Principles

All learning activities, modules, and online elements should:

- be exemplars of best practice

- have the ability to be self-paced to suit staff needs, contextualised and applicable to a range of diverse learning environments

- have guiding frameworks such as Digital Capabilities Framework, Employability Framework, Diversity and Inclusion Framework embedded

- have content that is based on evidence about what supports effective student learning

- be aligned with relevant dimensions of the Professional Standards Framework

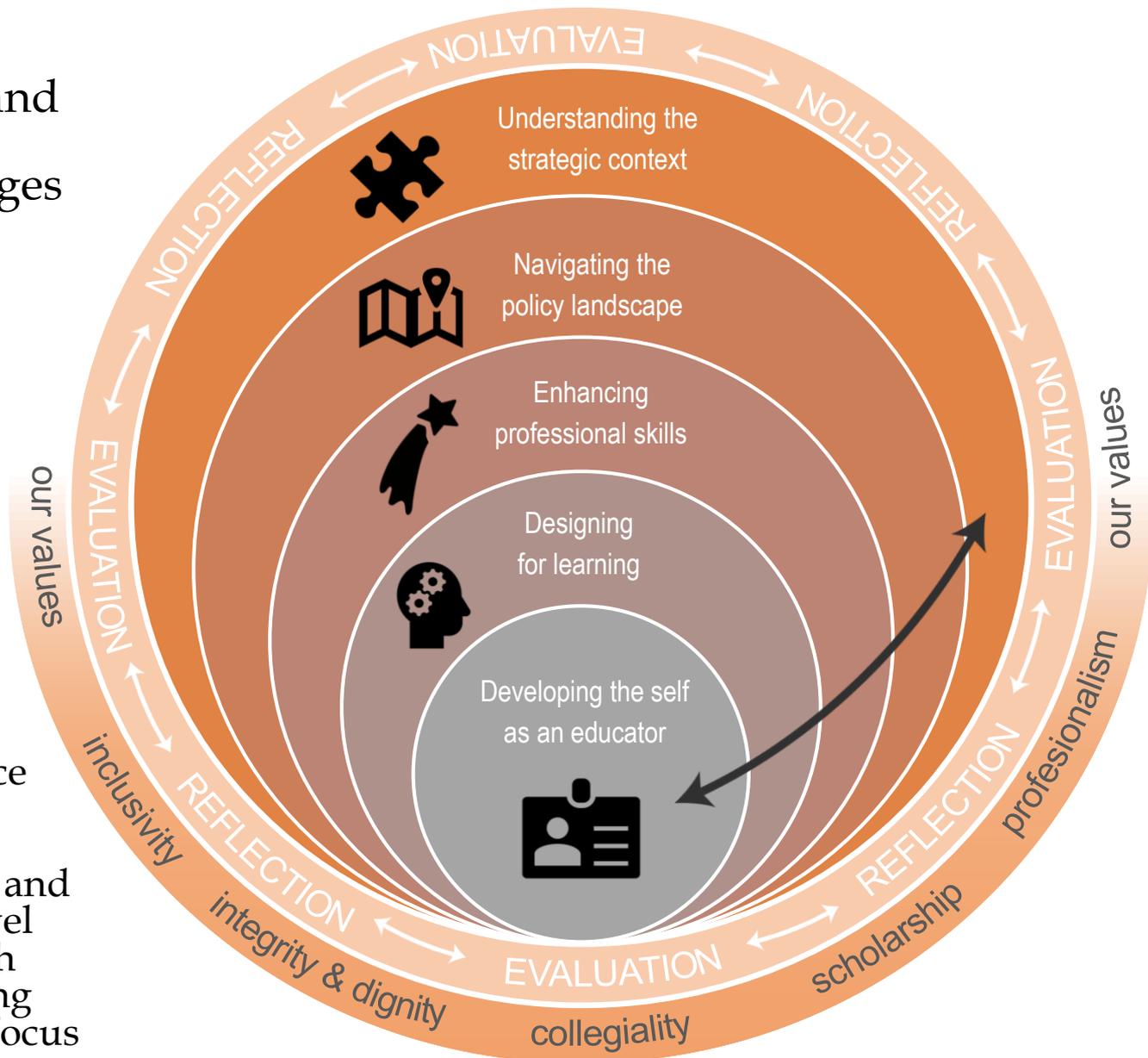- have an evaluation process incorporated into their design

ADEPT Model

5 dimensions of knowledge, skills and focus needed at different career stages

Surrounded by the cycle of evaluation and reflection

Underpinned by our values

As staff gain experience and take on more responsibilities and leadership of learning and teaching they will travel back and forth through these levels of widening scope of practice and focus

EVALUATION

REFLECTION

our values

Understanding the strategic context

Navigating the policy landscape

Enhancing professional skills

Designing for learning

Developing the self as an educator

inclusivity

integrity & dignity

collegiality

scholarship

professionalism

Dimensions of the Framework

Developing the self as an educator

This domain is about developing identity as an educator. Activites in this domain centre around: developing a philosophy of teaching; recognising and enacting the values that underpin the approach to learning and teaching; enhancing reflective practice; and planning for reward, recognition and promotion.

Designing for learning

This domain is about developing skills in design of learning activites and environments. Activities in this domain centre around the design of learning activities, modules, sessions, courses and programs that optimise student success and lead to better student outcomes.

Enhancing professional skills

This domain is about enhancing professional discipline-based skillls as a higher education teacher. Activites in this domain centre around: expanding the repertoire of teaching and learning practices; implementing the evaluation and reflection cycle; and undertaking scholarship of learning and teaching.

Navigating the policy landscape

This domain is about understanding responsibiltiies as an educator and the University policies, procedures and guiding frameworks that shape an Adelaide education. Activities in this domain centre around increasing awareness of, and ability to incorporate, relevant policies, practices, services and frameworks into curriculum design and student support.

Understanding the HE strategic context

This domain is about understanding the global strategic higher education environment. Activites in this domain centre around: developing awareness of trends in higher education teaching and learning, and the broader social and economic issues impacting on higher education locally and globally; and knowing how to respond to these in daily activities as an educator, and in planning for career and professional development.

Program Structure

- The ADEPT Professional Development Program is a flexible modular program that can be customised to individual career development goals and current or anticipated roles and responsibilities

- Program incorporates three types of ADEPT activities: bespoke modules, accredited activities and approved activities

- Mapped to Advanced HE Professional Standards Framework to support applications for fellowship

Program Structure
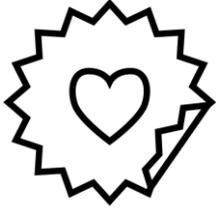
Made-for-ADEPT
Modules created for the University of Adelaide by our academic developers led by A/Prof Sophie Karanicolas
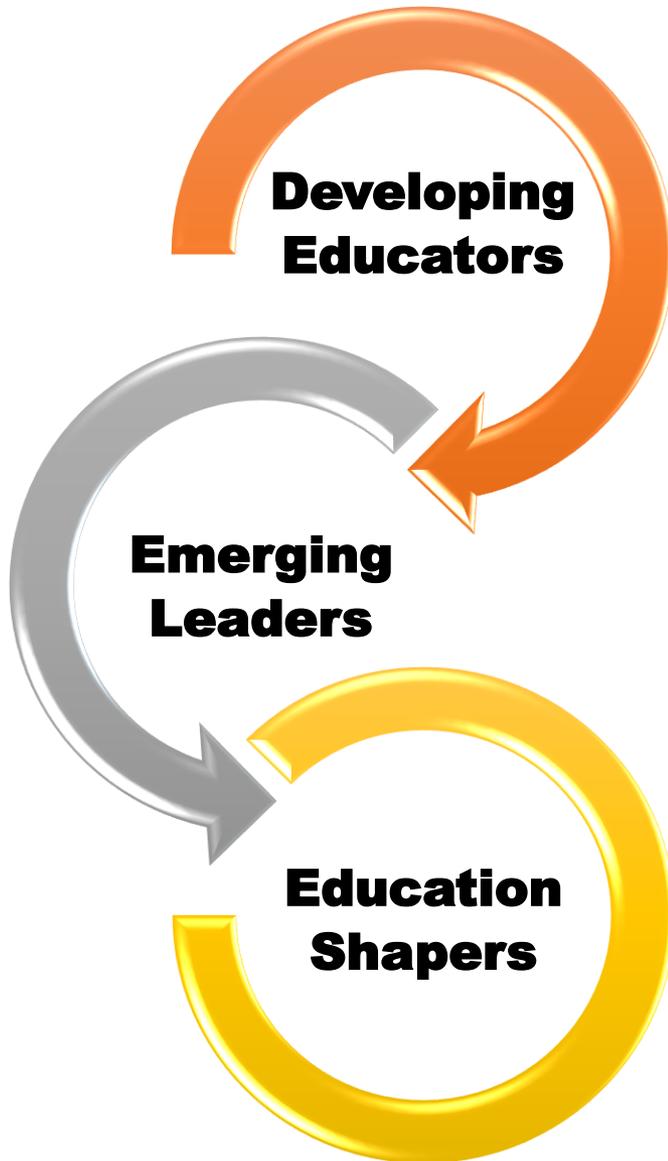
ADEPT Accredited
Modules or learning activities offered by colleagues across the University

ADEPT Approved
Activities undertaken by staff towards their professional development (e.g. conference attendance, MOOCs, leadership programs)

Recommended Pathways

Developing Educators
- for staff that are new to teaching or new to Uni and staff wanting to renew teaching approaches or develop new skills

Emerging Leaders
- for course/unit/module coordinators and academic partners with course development and design responsibilities

Education Shapers
- for program coordinators and academic partners and/or leaders with responsibility for teaching quality and curriculum development