FACULTY OF HUMAN SCIENCES

NESA Endorsed provider of professional development courses for NSW school teachers

CONTINUOUS IMPROVEMENT

Commitment

Macquarie University is committed to the continuous improvement of the quality and management of professional development courses for schoolteachers. The University's Quality Enhancement Framework is the foundation for the quality assurance and continuous improvement processes that are in place.

Macquarie University values respect for people, recognising that they are our greatest asset. Our staff know what works well, what needs to be improved and who must make the necessary improvements. They continuously strive to improve work processes and products.

The University has a comprehensive set of policies and procedures that ensure high quality staff are engaged in providing professional development courses to teachers.

The Macquarie University Quality assurance processes and Evaluation policy and procedures are particularly relevant to guaranteeing the initial quality and continuous improvement of courses.

Professional improvement resources and support mechanisms are in place for course developers and facilitators to use to guide their decision-making and assist in the continuous development of their knowledge and skills in course design and delivery.

Courses are monitored, evaluated, reviewed and refined. Advised by the QA panel, course developers and facilitators make improvements prior to the next delivery of the course. The improvement process relies on the evidence base of the ratings and evaluative comments of participants, facilitators and expert observers as well as on new research, knowledge and educational priorities.

All courses must align with the Australian Professional Standards for Teachers and NSW Education Standards Authority (NESA) requirements.

At the management level, we draw on the five principles of Lean methodology (https://staff.mq.edu.au/support/business-process-improvements/lean-methodology) and apply them to the strategic planning, development and delivery of courses:

1. Maximise value – aim to do work that is value adding and eliminate waste.
2. Understand work as a process – all work across the University is interconnected.
3. Create smooth flow – eliminate peaks and troughs to maximise efficient use of resources.

4. Respond to pull – think about process from the client’s perspective.

5. Aim for perfection – continuously improve to provide a better service.

**Process**

Macquarie University’s continuous improvement of professional development courses is a cycle:

- Macquarie University’s commitment, values and expectations regarding professional development provision for schoolteachers clearly communicated to course developers, facilitators and administrators.

- Design a high quality course that aligns with the Australian Professional Standards for Teachers and reflects up-to-date knowledge, methodology and delivery modes.

- Quality assurance approval by the Quality Assurance Panel.

- Implementation of the course as described and registered with NESA.

- Feedback during the course from participants to facilitators lead to minor within course improvement modifications, if required.

- Post course evaluation and feedback (Macquarie University instruments and NESA participant evaluation) by facilitators.

- Analysis of evaluation data and information by the Professional Learning Team and filing for future reference.

- Planned review of the course content, delivery methodology and management based on the evidence of evaluations and expert observations.

- Discuss feedback and recommendations with course developers and facilitators, including opportunities to enhance their knowledge and skills, if appropriate.

- Redesign or modification of the course to enhance quality prior to next delivery by the course developers and facilitators, or abandonment of unsuccessful course.

- Review and possible modification of evaluation instruments and quality assurance processes at least annually.

**Formal monitoring**

- Quality Assurance Panel reconsiders all courses in the light of previous course evaluations prior to subsequent delivery.

- Faculty Standards and Quality Committee receives evaluative reporting of courses at least twice annually.
• Faculty Board receives a formal aggregated report on all professional development courses at least annually.

• Professional Learning Team tracks course evaluations, revisions and quality benchmarking over multiple years.

• Academic Senate receives a report on all professional development courses at least annually.

Responsibilities

Course developers and facilitators

• Design and deliver a high quality professional development course that aligns with the Australian Professional Standards for Teachers, current research and good practice methodologies and delivery modes.

• Evaluate the course during and after delivery, including attention to the Macquarie University common evaluation instrument, NESA participant evaluations and any course specific feedback.

• Revise and make modifications (or abandon) to the course based on evidence and expert advice.

• Deliver an improved course each time it is delivered.

Professional Learning Team

• Work collaboratively with course developers, facilitators and other administrators to communicate Macquarie University and NESA values and requirements, including the production of templates, advisory documents and processes.

• Manage the quality assurance processes to ensure that they are effective, efficient and equitable.

• Analyse and collate the results of course evaluations and communicate them to developers and facilitators.

• Provide evaluative reports to the Faculty Standards and Quality Committee and Faculty Board.

• Track course evaluations, feedback, revisions and quality benchmarking over subsequent years.

• Make recommendations for changes in evaluation instruments and management procedures that influence the continuous improvement of courses.

• Monitor demand / priorities for courses and recommend strategic directions.

Quality Assurance Panel

• Assess applications from course developers.
• Recommend improvements where identified.
• Recommend approval of the course to the Faculty Standards and Quality Committee.
• Reconsider a course that course developers have revised and improved.
• Make recommendations regarding the improvement of the quality or any other aspects of the management and delivery of professional development courses.