Peer-based Professional Learning Program (P-BPL)

Peer-based professional learning is a program designed to support the Learning for Tomorrow strategy. It facilitates innovation in and reward and recognition of excellence in teaching in accordance with Curtin’s strategic priorities.

What are the aims of the P-BPL program?

The peer-based professional learning program aims to provide staff opportunities to participate in a suite of collegiate activities to enhance and assure their teaching by providing them with access to peer review – similar to how researchers rely on feedback from peers. Peer review of teaching is inclusive of all types of teaching. Observations may be direct or indirect – through, for example, review of assessment, resources and asynchronous online interaction.

Peer review of teaching (PRT) opportunities includes:

1. **Collaborative peer review of teaching** - reciprocal observation and discussion between colleagues. Participants use this to share teaching practices with peers and enhance their teaching.
2. **Developmental peer review of teaching** - is conducted by trained reviewers and provides participants with formative feedback based on Curtin’s Teaching Excellence Criteria to develop and refine their teaching.
3. **Evaluative peer review of teaching** is conducted by trained reviewers and provides participants with summative feedback based on Curtin’s Teaching Excellence Criteria. Participants use this feedback as evidence in applications for academic promotion to support their claims of teaching excellence.
4. ‘Open-door’ – The purpose of this is to promote teaching excellence in collegial authentic situations. It allows our excellent teachers to share their practice and enables teachers to learn from each other.
5. **Coaching** is provided to support novice reviewers.
6. **Communities of Practice** are provided to support reviewers (developmental and evaluative) and Open Door Teachers.

The peer-based professional learning program is supported by four modules, based on role and need; see Table 1.

**Table 1: Timetable for peer-based professional learning modules relevant to different roles**

<table>
<thead>
<tr>
<th>Peer-based Professional Learning Modules</th>
<th>Pre-requisites</th>
<th>Reviewers</th>
<th>Leaders &amp; Line Managers</th>
<th>Participants in Collaborative PRT</th>
<th>Participants in Developmental PRT</th>
<th>Participants in Evaluative PRT</th>
<th>Open Door Teacher-mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOLT 3 26 Feb &amp; 29 Jul</td>
<td>NIL</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Induction for Open Door Teacher-mentors</td>
<td>ONLINE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓ (plus a brief practicum)</td>
</tr>
<tr>
<td>Teaching Excellence Expectations &amp; Evidence</td>
<td>FOLT 3</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>Optional</td>
</tr>
<tr>
<td>Leading Peer Review of Teaching</td>
<td>NIL</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What professional learning opportunities support the P-BPL program?

The peer-based professional learning program is supported by four modules:
1. FOLT 3
2. ‘Open Door’ Induction
3. Teaching Excellence: Expectations and Evidence
4. Leading Peer Review of Teaching

These modules are designed to build capacity to engage in peer review of teaching to enhance and assure teaching quality at all stages of individuals’ teaching careers in accordance with Curtin’s Learning for Tomorrow strategy.

Participants who complete these modules are expected to transfer and apply their learning in their teaching situations by actively engaging in peer review of teaching – be it collaborative, developmental or evaluative.

**FOLT 3: Teaching excellence and scholarship**

FOLT 3 provides a foundational understanding of collaborative (reciprocal) peer review of teaching (PRT). Such understanding, also, is useful for developmental and evaluative forms of PRT.

FOLT 3 focusses on quality enhancement practices related to evaluating teaching by both students and peers and through critical reflection and scholarship of teaching and learning.

Completion of a Teaching Portfolio is a component within FOLT which will enable participants to collate evidence of their teaching and learning activities and professional engagement to demonstrate how their teaching practice is developing. Evidence of teaching excellence is a requirement for reward and recognition opportunities.

Participants will be able to:
- Employ critical reflection to their own learning and teaching practice by developing and documenting strategies for improvement.
- Utilise strategies to exemplify teaching excellence.

**‘Open Door’ Induction**

‘Open Door’ Induction is designed for excellent teachers who are showcasing and disseminating teaching excellence by inviting others to observe them and discuss their teaching (in any dimension).

‘Open Door’ teacher-mentors will be able to:
- Engage colleagues through authentic demonstration of teaching excellence and critical reflection to promote teaching excellence.

Once ‘Open Door’ teacher-mentors have been appointed, details about how to register to attend these sessions will be announced.

**Teaching Excellence: Expectations and Evidence**

This module is designed to promote teaching excellence by fostering shared understandings of Curtin’s Expectations for Academic Performance (CEAP) and evidence of teaching excellence in line with Curtin’s Teaching Excellence Criteria.

Participants will be able to:
- Demonstrate shared understandings about evidence that demonstrates teaching excellence in line with CEAP and Teaching Excellence Criteria (across all teaching dimensions).

**Leading Peer Review of Teaching**

Leading PRT is designed to build leadership capacity to promote teaching excellence and support implementation of PRT and Curtin’s strategic teaching and learning priorities.

Participants will be able to:
- Plan strategies to implement PRT at individual, School and Faculty levels.

**Registration to attend P-BPL workshops**

Registration to attend the P-BPL workshops is via the OASIS Employee Kiosk.

**Further information and contacts**

Further information is available from Evelyn Gibbs (E.Gibbs@curtin.edu.au) Program Administrator

Dr Susan Bolt (Susan.Bolt@cbs.curtin.edu.au) Professional Learning Consultant, P-BPL Coordinator.