This approach showcases teaching excellence and facilitates the sharing of innovative teaching strategies in a collegiate and informal way.

WHO CAN PARTICIPATE?

Based on expressions of interest, a small group of teachers will be selected to be ‘Open Door’ teachers.

Anyone interested in sharing new ideas about teaching may register to attend.

HOW DO I BECOME AN ‘OPEN DOOR’ TEACHER?

Submit an expression of interest to the Curtin Learning Institute.

Successful applicants will be asked to participate in a 30 minute ‘Open Door’ teacher induction.

PROFESSIONAL LEARNING PROGRAM FOR REVIEWERS

WHAT IS IT?

Develops reviewers’ skills to conduct PRT observations, use Curtin’s criteria for teaching excellence, provide feedback through collegiate conversations, and make summative judgments about teaching.

ARE THERE ANY PREREQUISITES?

Previous experience in PRT is desirable; discipline expertise and/or teaching and learning expertise is essential.

WHAT FORMAT IS THE PROGRAM?

Participants will engage in formal and informal learning activities within a community of practice using an action learning approach.

EXPRESSIONS OF INTEREST

We are seeking expressions of interest (EOI) from a representative sample of teaching staff from across teaching-focused and teaching-research roles and levels. In discussion with Heads of School, expressions of interest may be initiated by individuals and/or line managers.

To register, complete an EOI form available from the Curtin Learning Institute cli@curtin.edu.au

CONTACT US

Curtin Learning Institute
Curtin University
Building 105
Phone: (+618) 9266 2305
E-mail: cli@curtin.edu.au
Peer-based professional learning is available to all teaching staff at Curtin who may benefit from participating.

**HOW DOES THIS RELATE TO TEACHING AT CURTIN?**

Peer-based professional learning is a pilot program designed to support the Transforming Learning @ Curtin strategy and facilitate innovation and excellence in teaching.

**WHAT IS IT?**

Peer-based professional learning enables Curtin staff to participate in a suite of collegiate activities to enhance and assure their teaching. It provides teaching staff with access to peer review — similar to how researchers rely on feedback from peers.

**WHAT ARE THE BENEFITS OF PARTICIPATING?**

- Feedback from peers
- Sharing innovative ideas to enhance student learning in diverse teaching contexts
- Evidence to support reward and recognition of teaching excellence
- Benchmarking with the broader academic community through the use of criteria and community engagement* #

**WHAT TEACHING IS OBSERVED OR REVIEWED?**

You may focus on teaching in face-to-face, online, or distributed environments to reflect on one or more aspects of your practice such as classroom teaching, assessment, unit outlines, or your online classroom.

Select one or more activities listed below; some of which require induction and are supported with online resources.

- Collaborative peer review
- Developmental and evaluative peer review
- ‘Open Door’ classroom

**COLLABORATIVE PEER REVIEW**

**WHAT IS IT?**

Collaborative peer review of teaching (PRT) involves reciprocal observation and discussion between colleagues. For more detail see: [http://www.peerreviewofteaching.org/](http://www.peerreviewofteaching.org/)

**ARE THERE ANY PREREQUISITES?**

- Curtin’s Foundations of Learning and Teaching (FOLT) 3 (previously Module 5) provides a two-hour induction.

**HOW LONG DOES IT TAKE?**

Being observed: In total this will take 1.5 hours including a one hour session with pre and post discussion and reflection.

FOLT 3 provides a two-hour induction for participants to successfully complete reciprocal peer review of teaching.

**DEVELOPMENTAL AND EVALUATIVE PEER REVIEW**

**WHAT IS IT?**

Developmental PRT is similar to collaborative PRT but it is not reciprocal. Reviewers have the capacity to give you formative feedback about your teaching in relation to Curtin’s criteria for teaching excellence. Feedback is provided through a collegiate conversation.

Evaluative PRT is similar to developmental PRT but is summative rather than formative and provides formal evidence which can be used in job applications, for tenure, teaching awards, and academic promotion.

**ARE THERE ANY PREREQUISITES?**

- There are no prerequisites for participants. Reviewers must complete a Curtin professional learning program.

**HOW LONG DOES IT TAKE?**

It will take 1.5 hours to do the pre-observation meeting, reflect on your teaching and have a collegiate conversation with the reviewer. To benefit from the review you can then use the feedback to enhance your teaching and reflect on the effectiveness of your innovations.

**OPEN DOOR CLASSROOM**

**WHAT IS IT?**

Highly skilled innovative teachers invite peers to attend a nominated live teaching session followed by an informal 30 minute discussion.