DEVELOPMENT OF SCHOLARSHIP POLICY AND PROCEDURES

1. PREAMBLE

SydneyMet College strives to provide excellence in teaching and learning. The College environment supports in developing scholarship in teaching and learning so that students will get cutting edge knowledge in the Units they study so that they become competent in the market.

2. PURPOSE

The purpose of this document is to provide a framework of policies and procedures for developing scholarship in teaching and learning. It is aimed that this framework will help the concerned individuals such as teaching staff in their professional development especially their teaching capacity. Similarly, this will help in fostering a culture of scholarship within the College including allocation of resources.

3. SCOPE

The scope of this position description applies to all academic and non-academic staff, students, and members of governing bodies.

4. DEFINITION

SydneyMet accepts the definition provided by TEQSA's HES Framework 2015[1]. It states 'scholarship here means those activities concerned with gaining new or improved understanding, appreciation and insights into a field of knowledge, and engaging with and keeping up to date with advances in the field. This includes advances in ways of teaching and learning in the field and advances in professional practice, as well as advances in disciplinary knowledge through original research'. It identifies two core aspects of scholarship are relevant to higher education:

- contribution to the advancement of knowledge or professional practice in a field

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[1] https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship

2. Boyer, E.L. (1990), Scholarship reconsidered: Priorities of the professoriate, Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

- transmission of these advances through effective, contemporary approaches to teaching and learning.

However, SydneyMet is mainly concerned with the second aspect, i.e., transmission of advanced knowledge through teaching in an environment that promotes learning. In the Boyer Model of Scholarship[2] of scholarship, SydneyMet is focused on 'application' and 'teaching'. In addition, it is also concerned with 'learning' and 'engagement'. These are defined as:

- **application** – using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice
- **teaching** – a central element of scholarship involving the development of well-informed and knowledgeable teachers, leading to teaching that promotes active and critical learning in students based on advances in a discipline or in knowledge about effective teaching and learning and course design practices in a field.
- **learning** – the impact of evidence-based teaching on the student's learning experience and scholarly inquiry into how students make meaning from what the teacher says and does[3].
- **Engagement** – covers aspects like attention, curiosity, interest, optimism, and passion for learning. It is also about breaking down barriers to achieve greater social inclusion and collaboration in teaching and learning.

These elements collectively illustrate the importance of the distillation and integration of knowledge into teaching, through both curriculum content and teaching practices/processes.

5. POLICY STATEMENT

This Framework sets out principles that underpin SydneyMet's policies and procedures to achieve excellence in teaching practice to support quality learning. It seeks to ensure that teaching practice at SydneyMet helps develop scholarship and foster engagement with scholarship as a cultural practice. Practices that enable excellence in teaching include:

- Design, development and review of engaging, relevant, aligned curricula at the course and Unit levels;
- Evidence-based teaching techniques and strategies that support quality student learning;
- Effective application of technology and other resources to facilitate and enhance learning and teaching activities

6. PRINCIPLES OF TEACHING AND LEARNING

The principles of learning and teaching, with the goal of providing quality student learning experiences include:

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[3] As explained in the reference mentioned in footnote 1.

- provides an engaging learning experience
- involves diverse communities and inclusive learning environments and curricula;
- provides enriched learning and teaching, co-curricular support, and technology-enhanced learning;
- develops knowledge, skills and personal values developed through active learning and real world experiences;
- supports and develops critical reflection and continuous improvement;
- is consistent, comparable and equitable in curricula delivery across the country.

7.   PROCEDURE OF TEACHNG AND LEARNING FOR SCHOLARSHIP DEVELOPMENT

7.1   SydneyMet supports staff in fostering student engagement by encouraging the use of a range of strategies including professional development though training, participation in conferences and other incentives. These strategies include in the following policies and procedures. In addition
- Performance Development Review for Staff Policy
- Professional Development Plan for Staff
- Staff Training and Development Policy
- Professional Development
- Skills Maintenance and Professional Development for Staff and Governing Bodies
- Academic Performance Rewards and Recognition Policy, namely:
    o Research and Scholarship Development Diary
    o Scholarship for Staff Research Application Form
    o Self-Reflection and Evaluation Form for Lecturer
    o Staff Incentive and Bonus Policy

7.2   SydneyMet recognises and respects the value of diversity and supports indigenous students, students from low SEC and cultural diversity. In order to achieve and support diverse community cohorts and to develop inclusive learning environments and curricula, a range of strategies including a policy framework and professional development are provided to support teachers. These include diversity and indigenous students and staff inclusion policy and training activities on working in multicultural environments. Similarly, there are policies and procedures for teaching and learning workshops for curriculum review, assessment design, assessment best practices.

7.3   SydneyMet provides staff and students with learning and teaching technology that supports teaching in engaging and relevant ways. Staff are provided appropriate professional development opportunities to increase their capability and capacity to use learning and teaching technology effectively, highlighting models of best practice for learning design and delivery. A range of strategies including a policy framework for professional development are provided to support teachers in their teaching.

7.4.   Students community engagement and workplace experience are important for providing quality experience for students. In order to achieve and support students' knowledge, skills and personal values developed through active learning and real world experiences a range of strategies including provision of WIL for students, teachers training on work integrated learning and special staff as WIL officer have

been planned. These will underpin the further development of an institutional culture of excellence in learning and teaching.

7.5   SydneyMet considers that critical reflection of teaching and continuous improvement is important for excellent teaching and learning, a range of strategies including policy framework and professional development are provided to support teachers in their teaching. Students are given opportunities to make evaluations at the end of each Unit study, and annually. Students Feedback Survey Policy and Procedure, Peer Review of the Unit Teaching, and Performance Review of the Staff have been developed. There is a code of conduct for the staff to be followed, which will make sure that quality of teaching and learning is not compromised.

7.6.   SydneyMet understands the importance of consistency, comparability and equity of curriculum delivery, particularly where it relates to the learning experience of the student. Course design, review and approval policies and procedures make sure that the curriculum is informed by one set of student learning outcomes. The assessment design makes sure that students are taught and assessed in a consistent, comparable and equitable manner against the criteria set out in those curricula. The professional development for teaching staff is also centered on assessment. Regular benchmarking is done for the institution as a whole, for the course, and the staff.