

## **Continuing Professional Development at Raffles Education Corp**

Continuing Professional Development (CPD) for Raffles Education Corporation (REC) teachers is critical to student learning: the more competent our teachers are, the more effective the learning outcomes will be. A comprehensive CPD programme will promote REC's competitive positioning through:

- The attraction, development and retention of good teachers
- The lowering of costs based on reduced staff turnover
- Continuity of excellence in terms of programme delivery
- Supporting external credibility

The critical skills required for excellence in teaching are not static, and the more we create opportunities for CPD of our teachers, the more we make clear our commitment to ongoing excellence in terms of student outcomes. This commitment is embedded in the Senate-approved core values of Raffles University (RU). The CPD programme reflects a link between REC's business goals and the values and objectives of RU, and is dependent on corporate financial support and staff commitment. Both are essential if our lecturers are to:

- Operationalise new teaching methodologies and technologies to promote excellence in terms of student outcomes
- Effectively manage their curriculum development responsibilities
- Conduct their administrative duties to levels expected within the organisation, and
- Maintain a scholarly research oriented approach to understanding their discipline

### **Staff Development**

REC/RU expects all staff, both academic and executive, to maintain and improve on the standards required to carry out their duties with efficiency, effectiveness and excellence. Staff development should take place regularly, and will include RU's quality procedures, review processes and regulatory framework. The Associate College Manager, in consultation with the Academic Director (AD), will be responsible for the determination of local academic staff development needs and the planning and implementation of staff development programmes. The AD will produce an annual academic programme staff development report to be presented as part of the Annual Site Inspection Report.

REC's CPD has both formal and informal components:

- Formal CPD though attending technical meetings, courses, conferences and seminars provided by the organization or an outside organization. The following activities are proposed for the REC CPD programme:
  - Company CPD Seminars (centrally, online or at delivery sites)
  - Access to higher learning
    - RU/RCDC Master's degrees (see below)
    - Certificate/Diploma of Educational Studies (see below)
  - Teacher Exchange
  - Development of Research Profiles (online and site seminars)
    - Professional conferences
  - Development of Teaching Profiles (online and site seminars)

- Informal CPD includes scholarly activity, research, private reading, writing technical or scientific papers, participation in the organization of meetings and extra duties undertaken outside the normal course of employment.

Access to Higher Learning will be made available to REC staff by undertaking the:

#### **RU/RCDC Masters level degrees**

Staff will be charged 20% of the commercial tuition fees for staff of 5 years or more standing, and 40% of the commercial tuition fees for staff between 2 and 5 years standing. If a staff member leaves the group prior to completion of 2 years after the programme, they will be required to re-pay the tuition fee on a pro-rata basis.

NOTE: all fee arrangements are guidelines only and are at the discretion of the Associate College Manager with the approval of the Deputy CEO. These arrangements will be in place for two years as an initial trial period.

#### **Certificate of Educational Studies and Diploma of Educational Studies**

(Accredited by The College of Teachers at the University of London Institute of Education) are also available to the group. These courses (developed by Professor Tony Shannon, Provost, RCDC) are already being delivered through RCDC in Sydney, and are delivered online with intensive face to face sessions on site. The programmes aim to provide tertiary level teachers with the necessary knowledge, skills and attitudes to become effective teachers in a variety of adult learning contexts and with students from a range of backgrounds. It is a practice-based programme which assumes that the participants have the necessary maturity to develop their own teaching and approaches so they can:

- Monitor student learning
- Assess their own teaching
- Maintain self-directed teaching developments
- Enhance their understanding of tertiary education

The fees for these programmes courses are currently modest, and will be managed with the same discount scale as the internal postgraduate degrees.

#### **Teacher Exchange**

A major avenue for professional development within REC is the opportunity for teachers to transfer or short-term exchange between sites. This has benefits in terms of professional and personal development and enables students to gain broad experience from a wider range of lecturers. This will maximize our collective intellectual capital if there is a lack of expertise in some subjects in some centres. Short term exchange of teachers is based on the following criteria:

1. The teachers are of similar skill and able to teach each others subjects
2. Exchanges only occur for multiples of a term (i.e. 1 term/2 terms) provided there is no disruption to classes at either site
3. Cost of transfer including airfare, accommodation and any additional expenses are the responsibility of the teachers
4. Payment of salary continues from the host site for each teacher as each teacher will be considered to be on secondment
5. The maximum period of exchange is one year
6. Visa issues are able to be satisfied for each country

Upon return to the host site teachers are expected to share experiences, knowledge and teaching processes with the host site. The host site will also endeavor to give the teachers opportunity to implement newly learnt skills into their work practices.