



blasst

Benchmarking leadership and advancement
of standards for sessional teaching

^Pecha Kucha
Good Practice
Awards

Associate Professor Jackie Walkington

Jackie.walkington@canberra.edu.au

Associate Dean (Education)

Academic Program Leader: Teacher
Education

Faculty of Education, Science,
Technology & Mathematics
University of Canberra

Establishing a holistic approach to supporting sessional staff

- Ensure individual satisfaction for non-permanent staff, and
- Enhance teaching and learning quality for the faculty

The Challenges/Concerns

- Overall lack of engagement with the faculty
- Accountability for performance difficult to ensure
 - Quality teaching and learning
 - Compliance/understanding of policies and procedures
- Consistency in the courses compromised

Elements of our holistic approach

- New staff classification: Clinical Teaching Specialists
- Paid induction for sessional staff
- JIT Mentors
- Specific and relevant PD
- New specialised documentation
- Inclusion in communication
- Avoidance of sessional staff convening units
- Evaluation processes outside of uni requirements

Obvious Effect

In 2013 the number of EFT Clinical Teaching Specialists (seconded teachers) was doubled and number of sessional staff drastically reduced with no 'last minute' hiring of 'unknowns'

The seconded model....

Residence in the faculty means.....

- Attendance at meetings and events (currency, input);
- Engagement in full programs not just individual units therefore greater transferability and consistency;
- Engagement also encouraged greater understanding of policies and procedures
- Infusion of current professional understanding .

Individual satisfaction for Sesimal Staff

Paid induction, clearer communication and availability of information, residency etc means

- Greater sense of belonging and therefore commitment
- Enhanced identity as important to the faculty
- Opportunity to engage in university increased

Enhancement of quality teaching and learning

JIT Mentors, mandatory oversight of units by permanent staff, tailored PD, formative evaluation etc means

- More faculty focused – enhanced understanding of practices
- Improved consistency - team discussions
- Can now focus on supporting a smaller number of sessional staff

Challenges

- Expanding practices to the wider faculty – a more diverse context
- On-going development of evaluation strategies required for sessional staff as individuals as well as for teaching and learning quality

Thank you