



**PROFESSIONAL  
DEVELOPMENT  
PATHWAYS**  
FOR EDUCATION PROFESSIONALS

**GUIDELINES**

A SOUTH AUSTRALIAN EDUCATION INITIATIVE

GUIDELINES for the  
JOINT APPROVAL of  
TEACHER PROFESSIONAL  
DEVELOPMENT MODULES  
At the 5<sup>th</sup> YEAR LEVEL

Enclosed are some guidelines for providers who are interested in preparing a professional development module to be included in the framework for accredited professional development at the 5<sup>th</sup> year level.

The information is designed to assist groups who are interested in the development of a module as well as those who wish to seek accreditation for an existing module that meets the criteria of the Professional Pathways Framework. The proforma to be used in submitting a module for approval can be accessed on the Pathways website at <http://www.pdpathways.edu.au/Documents/guidelines>.

and when completed forwarded to:

PD Pathways Secretariat

c/- CEASA, Level 1, Education Development Centre,  
Milner Street HINDMARSH 5007



# PROFESSIONAL DEVELOPMENT PATHWAYS FOR EDUCATION PROFESSIONALS GUIDELINES

## A SOUTH AUSTRALIAN EDUCATION INITIATIVE

### Guidelines for the Joint Approval of Teacher Professional Development Modules at the 5th Year Level

This document contains the guidelines for providers who are interested in preparing a professional development module to be included in the framework for accredited professional development at the 5th year tertiary level. The information is designed to assist groups who are interested in the development of a module as well as those who wish to seek tertiary accreditation for an existing module that meets the criteria of the Professional Development Pathways Framework. The proforma to be used in submitting a module for approval can be accessed on the PDP website [http://www.ceasa.asn.au/PD\\_Pathways/pdp\\_01](http://www.ceasa.asn.au/PD_Pathways/pdp_01) and when completed is to be emailed to [ceasa@ceasa.asn.au](mailto:ceasa@ceasa.asn.au).

## 1. MODULE DEVELOPMENT

### 1.1. Please read the professional development pathways framework

The Framework document will provide the following:

- Information on the process of developing a module for approval and accreditation
- criteria regarding module length, content, development, delivery, approval and assessment
- credit to university awards, including how teachers need to enrol
- possible qualifications that can be accessed from the participating tertiary institutions
- participant guidelines for obtaining credit

### 1.2. Consult with the appropriate people within your organisation as to the viability of your involvement in this program

After considering the Pathways document, can you and your organisation support the implementation of the module?

### 1.3. Make contact with a partner/s

A participating tertiary institution must always be one of the partners of the consortium that develops and implements the module.

Equally, for a participating tertiary institution that wishes to initiate a module, it is necessary that 'outside' organisations be involved in the design and conduct of the module.

### 1.4. Contact a PD Pathways Management committee member

When you have formulated some initial plans for a module it is suggested that you contact a of the PD Pathways Management Committee member to develop and shape your idea within the context of the framework.

The purpose of this initial PD Pathways Management Committee contact is to:

- ensure that the module you are developing does not duplicate another already approved or under construction

- facilitate the formation of consortia groupings
- enable you to gather further information and advice about the PD Pathways framework.

A list of current members of the Management Committee can be found on the PD Pathways website.

### **1.5. Complete the approval proforma from the website**

The downloadable proforma is available at [http://www.ceasa.asn.au/PD\\_Pathways/pdp\\_01.htm](http://www.ceasa.asn.au/PD_Pathways/pdp_01.htm) and must be completed in consultation with your partner/s.

### **1.6. Discuss and agree to any costs that may be involved in the approval, delivery and assessment of your module**

This discussion will help to confirm your organisation's ability to implement the module. A suggested cost of \$200 per participant for assessment costs, built into the registration fee for the course may result in a wider take-up rate than to charge participants who wish to be assessed for credit purposes..

### **1.7. Ask your tertiary partner to agree to host the module for future approval of credit**

This discussion will enable your organisation/consortia members to be mindful of the tertiary institution assessment practices and associated costs in the form of payments to academic staff who may be required to mark/moderate the assessment items, approval process and possible pathways for successful participants to take towards the completion of a tertiary award at 5th year level. Once this approval has been gained, send the proposed module to the pathways management committee for forwarding to the other participating tertiary institutions.

All participating tertiary institutions and the Management Committee must approve the module.

### **1.8. When all approvals have been confirmed, the PDP Management Committee will include the module in the professional development pathways 'directory of modules'**

The Directory of Modules and all information regarding modules will be available to potential candidates in both hard copy and on the Internet at [http://www.ceasa.asn.au/PD\\_Pathways/pdp.01](http://www.ceasa.asn.au/PD_Pathways/pdp.01)

Further advertising of module availability is the responsibility of the partners offering the module.

## **2. ACCREDITATION PROFORMA AND GUIDELINES**

The proforma is available to be downloaded from

[http://www.ceasa.asn.au/PD\\_Pathways/Documents/guidelines](http://www.ceasa.asn.au/PD_Pathways/Documents/guidelines)

Title of module

Contact person name and address details

Module size

Modules can be 3 or 4-units in size.

Notes are provided to help indicate information that could be included in each section.

Please refer to section 2 of the Professional Development Frameworks document and indicate the size of the module and the basis on which you have calculated the size. This will mean explaining such things as the amount of face-to-face contact or a calculation of the equivalent if other than face-to-face delivery modes are used. It will also involve comments on the assessment to be used, including its word length or equivalent calculation.

## **2.1. Process of module development**

You will need to provide information on the background to this module and the context for its development, e.g.

How has the module been developed (who has been involved and what has been their role)?

What needs and priorities of the education sectors are addressed in this module?

## **2.2. Rationale for the module**

You should provide a brief rationale for the module based on the following:

- what is the relevance of the module for educational practice?
- what are the broad intentions of the module?
- how is the module expected to provide professional learning (e.g., what kinds of professional development)?
- what evidence is there of a need for this type of professional development?
- Why have you chosen a particular method/s for delivery of the module?
- upon what literature, body of knowledge or expertise does the module draw?

## **2.3. Names of Consortium Members**

The partners who design, present, and assess the module can be described as a consortium.

List the names of the individuals involved as designers, presenters and assessors together with their role in the consortium, their organisational affiliation and qualifications or other relevant expertise.

## **2.4. Outcomes**

Here you should list the specific learning outcomes for participants who undertake the module. Module developers should use the following stem:

At the conclusion of this module, participants will be able to ...

## **2.5. Prerequisites**

Here you should list any pre requisites for participants who undertake the module. This will need to be discussed with your tertiary institution partner.

## **2.6. Outline of the Sessions**

### **2.6.1. Content**

Please provide a brief outline of the planned content for the module.

### **2.6.2. Delivery Mode**

Modules can employ a number of methodologies including face-to-face, on-line, workshops, self-paced individual activities, collegiate groups, mentoring, lectures, research, and using information technology such as the Internet and videoconferencing. Please outline your module delivery methodologies.

### **2.6.3. Follow-up Activities**

Describe follow-up or between session activities to be used. These could be used either to assist learning or as the basis for assessment.

### **2.6.4. Assessment Framework**

Assessment is an integral part of each module and it is preferred that participants complete all learning tasks, including the formal assessment.

- the assessment framework is described in section 2.7 of the Professional Development Pathways Framework document
- provide an explanation of how the assessment is linked to the outcomes of the module

- provide an explanation about the criteria that will be used for assessment
- indicate how the assessment is intended to contribute to participants' professional development
- identify which consortium member/s will undertake the assessment.

## **2.7. Resources/Materials to be Provided to Participants**

List any articles, journals, books, electronic resources or other materials that may be distributed to participants. It should be noted that the resources should be commensurate with study at a fifth year tertiary level, encouraging theoretical insights and understanding of the field of study. Participants should be encouraged to read peer-reviewed academic journals where appropriate.

List electronic resources eg Internet links.

## **2.8. Marketing**

Please note: The following information is required for inclusion in the network directory of modules, which will be distributed to all education sector sites on a six monthly basis.

### **2.8.1. Target Audience**

Is this course planned for preschool, junior primary, primary, secondary, institute or administrative personnel?

### **2.8.2. Approvals - Relevant Pathways**

Please provide details of the relevant pathways that participants can follow after the completion of this module. That is, show how completion of the module could be linked to formal courses at the host institution.