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## 1. Purpose

The purpose of this policy is to enable NIODA to create excellence in the Scholarship of Learning, Teaching, Research and Consultancy (SoLTRC).

## 2. Scope

This policy applies to all NIODA academic learning, teaching, research and consulting activities.

## 3. Policy Statement

Creating excellence in the SoLTRC for NIODA means a commitment to systematic inquiry, critique, research and development in teaching, learning, research and consulting which advances and publicly provides educational benefit to students, staff, organisations and the NIODA community. The NIODA community includes students, staff members, agents, titleholders, alumni, officers, contractors, volunteers, other people who are formally involved in a NIODA-related activity, regardless of the location or mode of the activity, and those who operate within the broader community of practice in the field of systems psychodynamics.

## 4. Definitions

The term 'Scholarship of teaching and learning,' otherwise known as SoTL, was popularised largely by the work of prominent teaching scholar Ernest Boyer in the 1990s. While there is no single definition, generally the term refers to a sustained inquiry into teaching and learning approaches and outcomes. Implied in this definition is a reciprocal relationship between the research and practice of teaching. This definition also necessarily includes an accompanying body of published SoTL research.

Boyer (1990) argued there are four scholarships: discovery, integration, application and teaching:

- Discovery- basic or 'pure' research, the pursuit of knowledge for its own sake, building new knowledge through traditional research that contributes to the stock of human knowledge and also to the intellectual climate of a higher education provider.
- Integration- interpreting the use of knowledge across disciplines and connecting research so that it is useful beyond discipline boundaries and can be integrated into a larger body of knowledge
- Application- using knowledge to aid individuals, society and the professions in solving problems and connecting scholarship with practice, applying what we know through theory as well as practice to solve complex problems
- 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.

The study that underpins good teaching is understood to include not just knowledge of good principles within a discipline, but also the latest ideas about teaching and learning. Teachers are reflecting on their teaching in ways

that can be shared with a wider community of educators, and, using a variety of evidence-gathering and documentation strategies, making their students' learning more visible.

Scholars of teaching and learning:

- treat their classrooms and programs as a source of interesting questions about learning;
- find ways to explore and shed light on these questions;
- use this evidence in designing and refining new activities, assignments, and assessments; and
- share what they have found with colleagues who can comment, critique, and build on new insights
- disseminate their findings.

Specifically, NIODA's staff will create excellence in SoLTRC of systems psychodynamics by:

- consulting the literature on SoLTRC in the field and applying new, improved approaches
- reviewing their own learning, teaching, research and consulting (LTRC) practices and adopting innovative LTRC approaches
- creating an environment for students that facilitates and encourages free academic enquiry and academic integrity
- delivering research-informed curriculum through innovative teaching practice in the academic courses
- supporting master's students through the provision of leading edge theory and applied methods relevant to systems psychodynamics
- producing high quality research outcomes
- working with relevant elements of the NIODA community to explore and keep up to date with relevant modes of learning, teaching, researching, and consulting
- formally communicating their ideas and practice to peers through publication and other formal means
- seeking and obtaining peer recognition for their ideas and practice
- providing high quality training and support for the next generation of researchers.

## 5. **Expectations of Teachers**

It is expected that teachers will undertake a broad range of professional development activities. Scholarship is a subset of these professional development activities concerned with advances in knowledge, while research is in turn a subset of the various types of scholarship that is limited to generating new knowledge.

Standard 3.2.3 of the Higher Education Standards Framework states that staff with responsibilities for academic oversight and those with teaching and supervisory roles in courses or units of study must be equipped for their roles, including having:

- a. knowledge of contemporary developments in the discipline or field, which is informed by continuing scholarship or research or advances in practice
- b. skills in contemporary teaching, learning and assessment principles relevant to the discipline, their role, modes of delivery and the needs of particular student cohorts, and
- c. a qualification in a relevant discipline at least one level higher than is awarded for the course of study, or equivalent relevant academic or professional or practice-based experience and expertise, except for staff supervising doctoral degrees having a doctoral degree or equivalent research experience.

Continuing scholarship or research or advances in practice is defined as:

- Research- advances in the concepts and understanding of a discipline for staff and others (e.g. through seminal influential papers, scholarly reviews etc.)

- Scholarship- teachers keep up to date with developments in the field of education or discipline in which they teach. Scholarly engagement must also be at a level consistent with the level of teaching and learning concerned and embrace advanced understanding at, or above, that level.
- Advances in practice- teachers have an informed and advanced understanding of the field and/or how it is taught, learned and applied in practice. (e.g. new ways of practice that provide better solutions to existing challenges including innovations) If a claim is made for scholarship through undertaking professional practice or related activities, those activities must meet a test of relevance to the discipline/field being taught and also be linked to advances in practice.

It is expected that teaching staff will be actively engaged in both the process of scholarship (i.e. academic staff are engaged in continuing scholarship) and its outcomes (i.e. course design is informed by current scholarship). The Register of Scholarship is used to record staff scholarship activities and translation of staff scholarship to educational practice year to date. In submitting evidence of scholarly activities, the links between the activities and consequent improvements in specific curricula or other teaching-related outputs or activities, and to learning outcomes or other outcomes such as influence on practice, must be clear.

## **6. Processes**

NIODA believes that the learning and teaching of systems psychodynamics is assisted by the creation of an environment where staff and students have certainty around expectations. This in turn informs NIODA's pedagogical approach. These expectations are that:

- students are mature adult learners with extensive work experience
- a safe learning environment will be created for students by all NIODA staff
- challenging existing orthodoxies is both expected of students and supported by teaching staff
- the teaching staff feel supported and validated in their work.

Further principles for achieving excellence in SoLTRC are embedded in and inform NIODA's student and staff policies, the terms of reference of the Academic Board of Governance and the Strategic and Business Plans. The detailed processes for achieving excellence in SoLTRC are described in these documents.

## **7. Planning for scholarship**

- Individual scholarship planning is undertaken at annual Work Role Reviews of academic staff. .
- Projections for the following year's individual and group scholarship activity are discussed at the Annual Staff Retreat.
- An annual Scholarship Plan is developed based on the outcomes of the planning processes and the scholarship expectations of the NIODA Strategic Plan.

## **8. Monitoring and Reporting**

- The Scholarship Plan is considered and approved by the Academic Board of Governance.
- The annual scholarship KPI's arising from the Scholarship Plan are approved by the Board of Governance in the business planning process.
- The Register of Scholarship is used to record the progress of staff scholarship activities and the translation of staff scholarship to educational practice in the year to date.
- Scholarship activities are discussed at each Education Committee meeting and Masters Committee meeting using the Register of Scholarship .
- The Director of Academic Programs reports on progress against the annual Scholarship Plan through the DAP quarterly reports to the ABG referencing the Register of Scholarship

## **9. Responsibilities**

It is the responsibility of the Academic Board of Governance to approve and review this policy.

It is the responsibility of all NIODA staff and students to apply the principles outlined in this policy.

**10. Related Documents**

Strategic Plan

Business Plan

Staff Development Policy

Terms of Reference Academic Board of Governance

Benchmarking Policy

Academic Integrity and Honesty Policy

Equivalence of Professional Experience to Academic Qualifications Policy

Annual Scholarship Plan

Research Plan

Register of Scholarship

**11. Reference**

Boyer, EL 1990, *Scholarship Reconsidered: Priorities of the Professoriate*, n. p.: Princeton, N. J.: The Carnegie Foundation for the Advancement of Teaching