

**How can the balance between professional learning and qualifications be managed?**



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not everything needs to be accredited. It can stifle flexibility & targeting.

Are we [incorrectly] assuming the issue of OOF and the solutions is the same for all disciplines?

flexibility, funding, support

Maybe the NSW approach, where PL counts towards recognition, even though it's not getting a degree.

Funding for schools to enable participation.

can we have a PL portfolio be assessed and then count to a qual or part of a qual

Pragmatically

Professional learning needs to be flexible, but some form of recognition, and encouragement for coherence is important that speaks to qualifications.

There needs to be PL in a variety of forms to suit different purposes. Some could be formal quals or counted towards them, others less formal



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There is something important here about why quals are necessary. Because they convey a standard? Because they enable career progression or advantage? Because they provide credit into subsequent courses?

As noted in chat, sometimes Uni/Subj Associations are problematic - even though desirable - and not necessarily due to academics - also Unis and \$\$\$

There is a question of money

Graduate Certificate are expensive but a great option as a qualification. How will they be accepted in NSW??

The TEMPEST project from Uni Tas researched what good PL looks like in Maths. We used it as framework for assuring and talking about quality - maybe something like that for PL in other subjects.

Don't let the time required for recognition/accreditation be more than the time taken to do the pl

Professional learning should be accredited and then count towards OOF qualifications. NSW is the only state that requires accreditation, and although the process is onerous, it ensures quality PD.

If PL is simply additive by hours, it will never correspond to the coherence offered by a formal qualification

Can we have PL accredited by a body such as in NSW

PL counts towards recognition/registration requirements in Victoria but the govt doesn't decide which PL should count.



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Purposefully

Quality PL should be a teachers right - and responsibility

love how ireland recognise/ formally add OOF credits as teachers gain them

A certain number of hours required at regular intervals whereby teachers engage with new content in their discipline and relevant pedagogies ... delivered warmly in appealing ways and contexts by the competent stakeholders holders that PTAs embrace

Providing agency for teachers. Give teachers a voice.

PD accreditations will Hopefully stop some of the Cowboys who have bells and whistles but not much substance

Remove the distinction - have a continuum from pottering, through school based learning, to externally provided to formal credentials. Make is easy to move along the continuum (in both directions).

I don't understand this question. Why is a balance necessary? I must have missed something.

Sometime the best PL is teachers sharing with others what works they don't always need to be 'experts'.

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Seeing pre-service and in-service learning as a continuum, and providing mechanisms (eg. qualifications, recognition) to track this learning

can we look outside the teaching profession - what happens in Accounting, engineering etc?

Teachers associations in NSW were initially locked out of endorsed PL, and now spend hours and hours applying for endorsement to run the programs they were running before very successfully, and that were valued by teachers.

RE GC and expense - Penny said main cost was the teacher  
0.2 release

Create time and space for 'informal' pl as well. It's not more important cos you have a certificate and possibly paid an invoice.

National approach!

Trust teachers not credentials.

Be aware of microcredentials hyper-capitalising professional learning... making a sort of PL arms race.

Registration authorities provide opportunities - or expect records of pd and qualifications either as pre-service or inservice



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Experience can be as good as qualification! I studied Education and science and ran a business - learned business skills on the job over many years. I am now in field...I don't need a badge.

Many ITE providers are providing professional learning in smaller courses (eg the MOOCs) using existing ITE staff - does attract teachers seeking 'refreshers'

Formal qualifications such as grad certs or dips can be extremely expensive so accreditation of the PLs provided by MAV, AMSI, AAMT etc. needs to be provided in OOF credentials.