

A twin-initiative transforming curriculum development processes

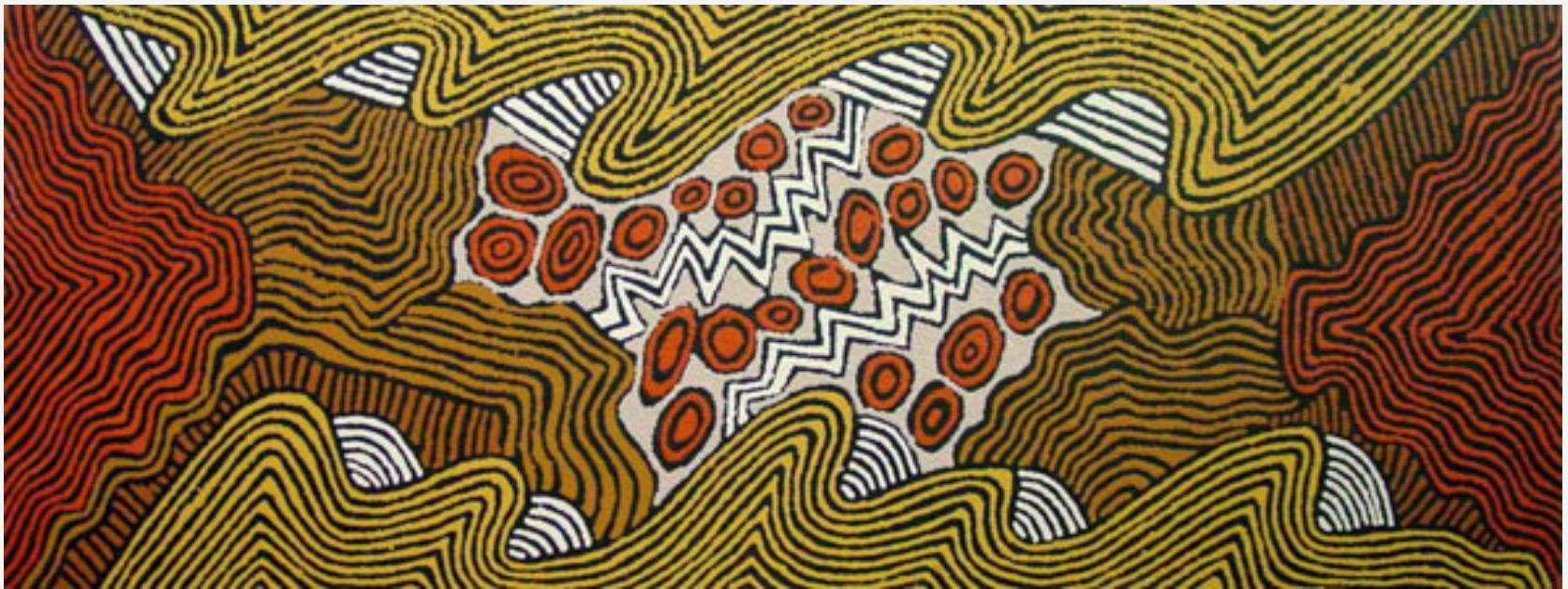
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Dr Sara Hammer

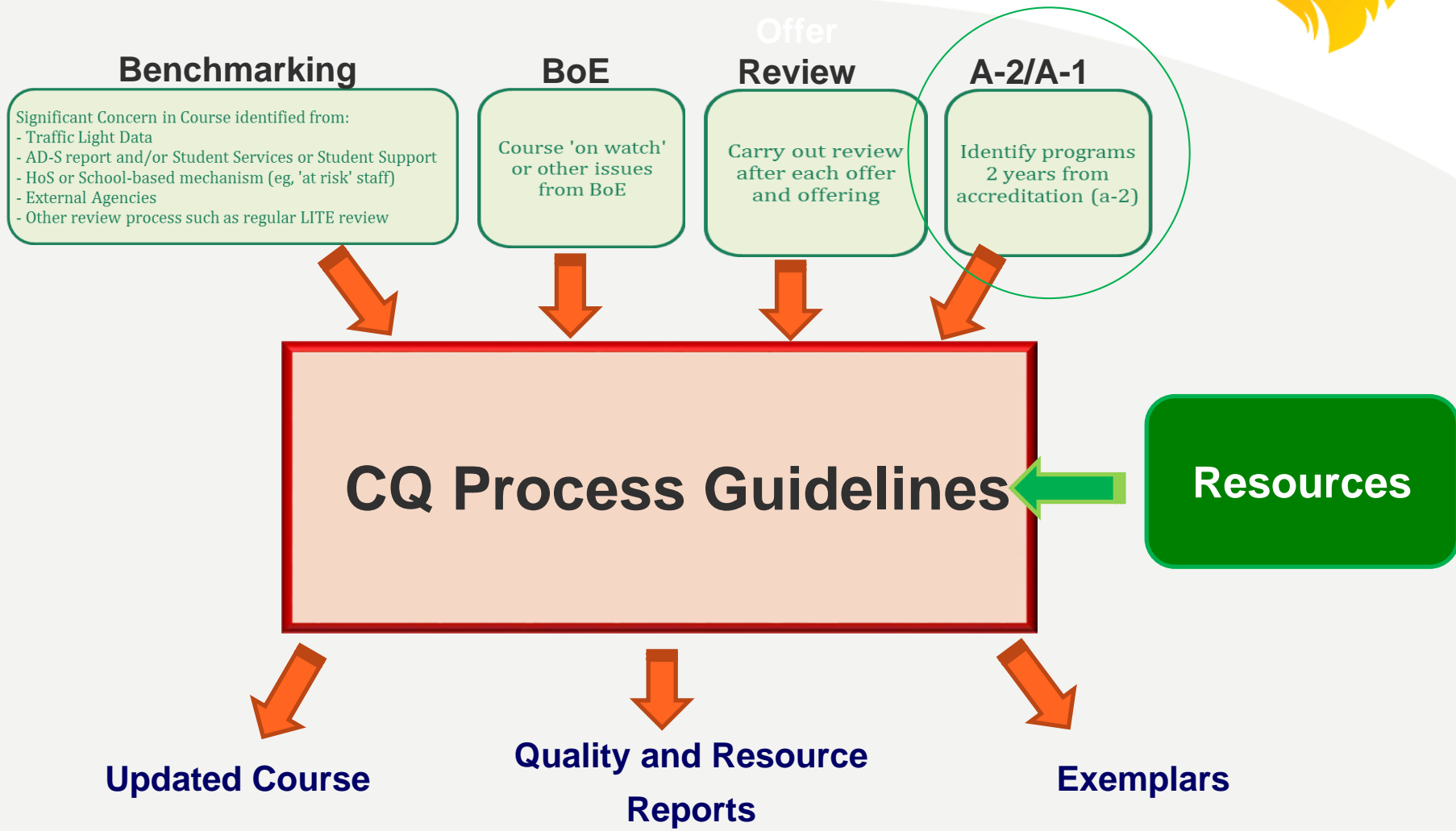
Acknowledgement of Country

I would like to acknowledge the traditional owners of the lands on which we meet and honour elders past present and future.



[Creative Commons](#)

Curriculum Quality Systems



Introducing the Accreditation Twins



*Hi! My name is CB.
I like to work with
others to create
quality solutions.*

*Hi! My name is AC. I
like to make sure that
things comply and
stick to timelines.*

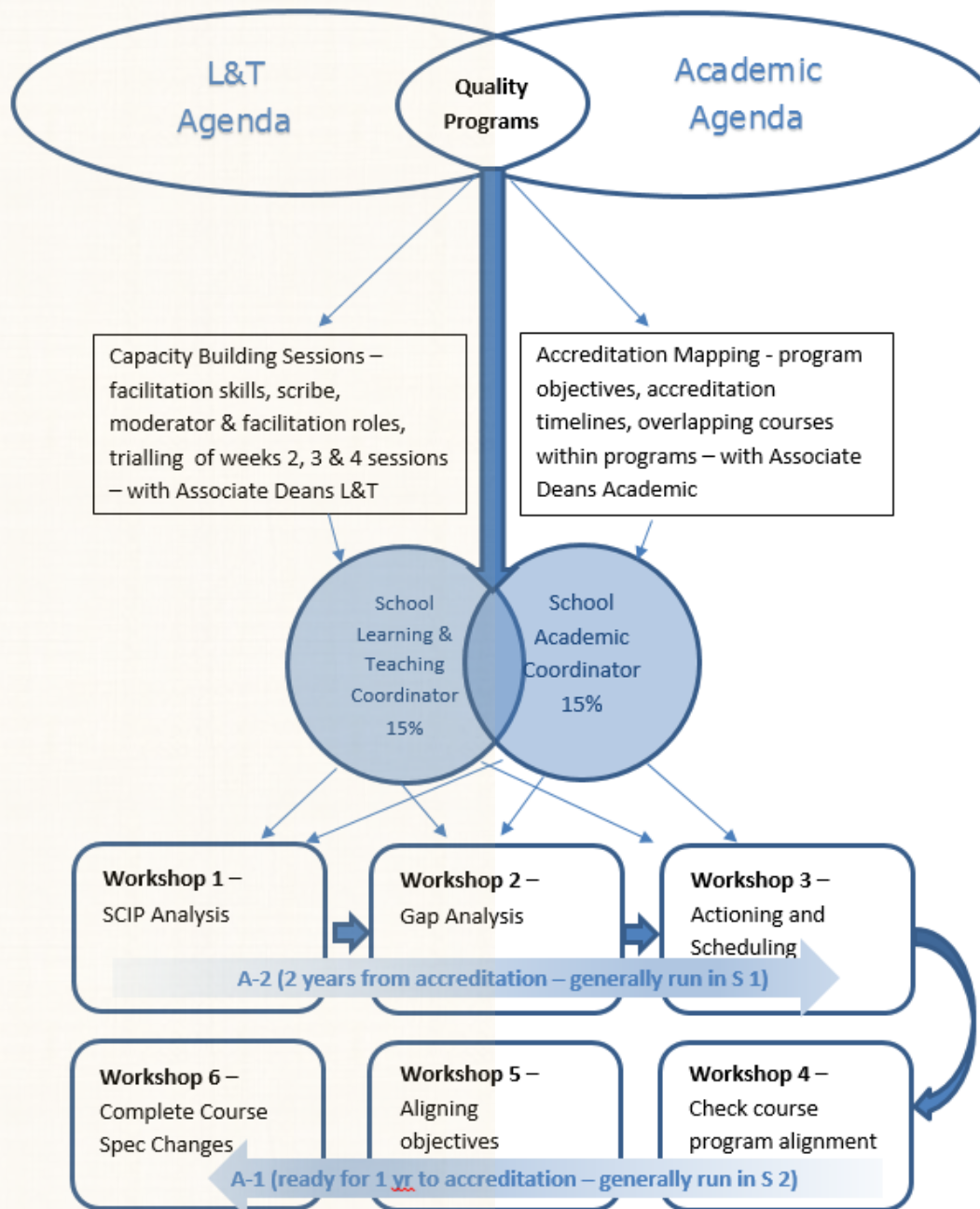
A-2, A-1 workshops

Rationale

- Quality of program design and development concerns
- Quality program design principles indicate need for collaborative, systematic, outcomes-based planning and mapping
- Little school ownership or capacity to drive program design activities
- Need to prioritise support from Academic Services Division.



Learning and Teaching intersection with Academic Coordinator roles



Capacity Building Workshops



CB works to (3X per semester):

- Develop **leadership skills** in L&T coordinators
- Work **across divisions** for more targeted conversations (marketing, other schools, ASD)
- **Maximize support** from Academic Services Division
- Develop **facilitation** and **mediation** skills
- **Establish protocols** for engagement
- Practice activities to **guide quality conversations** in the Program Quality Space
- Establish **shared ownership** of programs

The Maturation Continuum

Dependence is the paradigm of You – you take care of me; you come through for me; you didn't come through for me; you are to blame

Independence is the paradigm of I – I can do it; I am responsible; I am self-reliant; I know what is best; I can choose

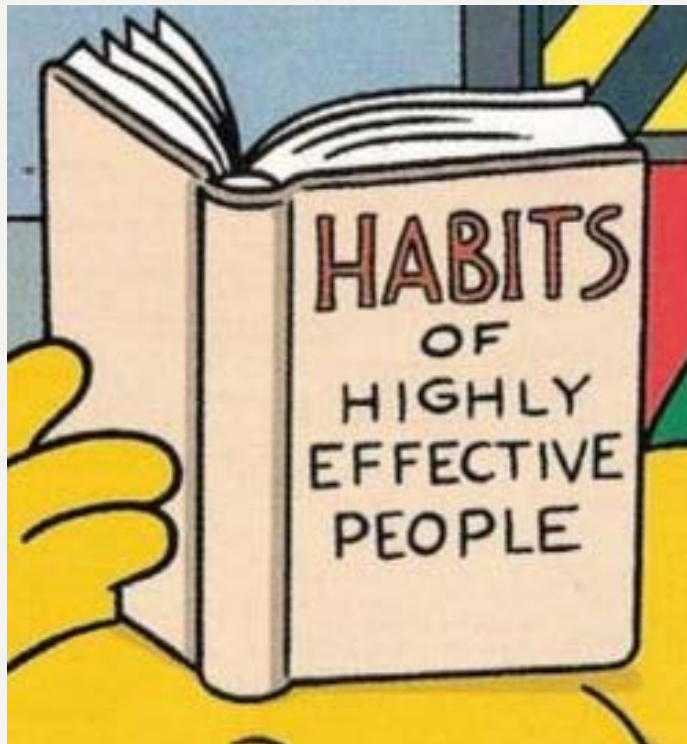
Interdependence is the paradigm of We – we can do it; we can cooperate; we can combine our talents and abilities; we rely on each other
(Covey, 2014)

Collaborative Individualism

Collaborative individualism is the paradigm of harmonising We and I –

- 1+1=3; Organisational relationships “*bound by a common mission and collaborate, as autonomous individuals, towards its achievement*” (Limerick & Cunningham, 1993, p. 2)
- supported by Professional Learning Communities (PLCs)

Covey's 7 Habits



1. Be Proactive
2. Begin with the end in mind
3. Put first things first
4. Think win-win
5. Seek first to understand then to be understood
6. Synergize
7. Sharpen the saw

Habits 1, 2, 3, & 4

In what ways have you/we already been proactive in this space?

What is our end in mind? What is our vision?

How are we going to get there? Where do we need to start?

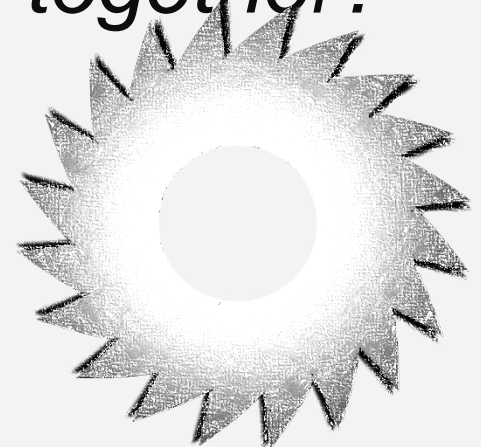
What would win-win look like for us?

Habits 4, 5, 6 & 7

What skills and protocols need to be in place before understanding can be sought? (Schein's Basic Norms and Assumptions)

Is this just about accreditation? How do we bring varied perspectives together?

*Sharpening the saw –
PLCs for ongoing learning*



Powerful Conversations

Once a society loses this capacity [to dialogue], all that is left is a cacophony of voices battling it out to see who wins and who loses. There is no capacity to go deeper, to find a deeper meaning that transcends individual views and self-interest. It seems reasonable to ask whether many of our deeper problems in governing ourselves today, the so-called “gridlock” and loss of mutual respect and caring might not stem from this lost capacity to talk with one another, to think together as part of a larger community.

Peter M. Senge, in “A New View of Institutional Leadership” in Reflections on Leadership

Focused Conversation

Objective – begin with facts, data and external reality –
What do you know? (White Hat Thinking)

Reflective – evoke immediate reactions, internal responses etc. *What do you think/feel about this? (Red hat Thinking)*

Interpretive – draw out meaning, values, significance and implications -
What new insights do you get from this? (Green Hat and Yellow Hat Thinking)

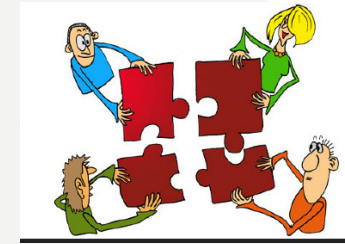
Decisional – summarising, planning for next step/s – *What do you think we should do and when? (Blue Hat Thinking)*

[The Art of Focused Conversation Brian Stanfield (ICA Associates Inc.)]



Establish Protocols

- **Objectives:**
 - To ensure all voices are heard
 - To move on if getting bogged down
 - To achieve the required outcomes
 - To not lose track of important related issues
- **PACE Protocols - Participants are expected to be:**
 - **P**repared – familiarising with pre-requirements/readings
 - **A**ctive – listening, rephrasing and reframing
 - **C**onscious – respect roles, differences and sharing
 - **E**ncouraging – others to speak



Parking Lot



A truly
valuable
tool

...for the
purpose of moving
forward

A-2, A-1 workshops

Capacity building



- Associate Deans L & T facilitate capacity-building sessions
- Participants are L & T coordinators, Academic Services representatives and Academic Coordinators (where required)
- Modelled as professional learning communities sharing practice, including:
 - Leadership development and confidence building
 - Cognitive capacities such as discussion validation, interpretation and synthesis.
 - Group facilitation skills such as use of communication protocols, active listening and time keeping



A-2/A-1 Workshops



AC works to (as many times as needed per semester):

- Facilitate L&T conversations related to **program quality** not compliance
- Ensure all **stakeholder needs** are addressed
- Evaluate **program strengths** and **challenges**
- Explore **possible futures**
- **Open up** programs and courses
- Develop or revise **objectives targeted to 5 domains**
- Ensure **timelines and paperwork** addressed

Program review, design & development cycle

(re) accreditation cycle	Stage	Activities
2.5 years before	1. Raise awareness	School forum, newsletter, retreat
	2. Scope, review and design	Program evaluation/revision Stakeholder engagement/benchmarking Program objectives re-development
2 years before	3. Develop or revise program design	<i>A-2 workshops - Ensure course alignment with new objectives</i>
		<i>A-1 workshops – Check course alignment with new program objectives and revise course documentation</i>
1 year before	4. Implement program design	Close the loop on declared course enhancements Design course curriculum Design and develop StudyDesk
1 year after	5. Evaluate program design	Ongoing course and teaching health checks Program health checks



A-2, A-1 workshops

School activities

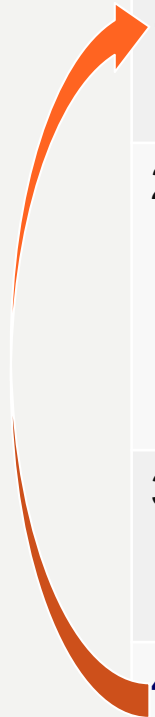
- Clear expectations established by Head of School
- Dates and times to be entered into staff calendars
- L & T and Academic coordinator meet to identify priority focus for workshop discussion and milestones
- L & T coordinator facilitates workshop role allocation (facilitator, moderator and scribe)
- Designated scribe collects, synthesises and distributes notes to participants via accreditation Sharepoint site
- Facilitator follows up with individual staff as required and reports back to Head of School.

A-2 workshops

Pre-requisites



Program review & development stages	Relevant activities
1. Raise awareness	School and/or disciplinary meetings
2. Scope and review	Business case Evaluation - program health check, benchmarking & stakeholder feedback. Includes review and feedback on program aims, objectives and activities.
3. Design and develop	Philosophy and Program objectives re-designed
4. Implement	-
5. Evaluate	-



A-2 workshop series

2 years out from accreditation

Workshop	Aims	Activities
1 Creating shared understandings	Develop a whole-of-program perspective & identify issues & possibilities	1.CEs share outline of relevant courses 2.Strengths, connections, possibilities, gap analysis (SCIP)
2. Gap analysis	Map current course alignment with program outcomes	1. Explore course alignment with relevant program outcomes 2. Outcomes strengths and gap analysis 3. Action-planning.
3. Mapping of courses to Program	Map program outcome development within each relevant course.	1. Revisit previous outcomes & confirm/change course alignment 2.Complete mapping template & facilitate process in each discipline.

A-1 workshops

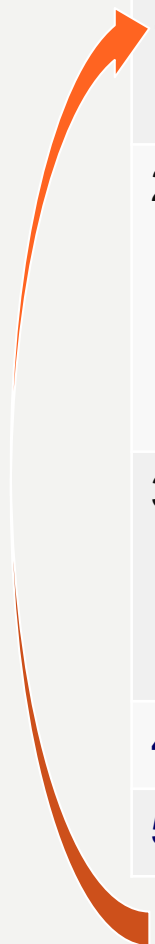
Pre-requisites

Program review & development stages	Relevant activities
1. Raise awareness	School or disciplinary meeting – review outcome from A-2 workshops
2. Scope and review	Re-orientation with Business case Evaluation - program health check, benchmarking & stakeholder feedback. Includes review and feedback on program aims, objectives and activities.
3. Design and develop	Program map finalised including horizontal and vertical alignment of courses to program objectives and relevant outcomes (eg. AQF, Professional standards, USQ skills)
4. Implement	-
5. Evaluate	-

A-1 workshops

Pre-requisites

Program review & development stages	Relevant activities
1. Raise awareness	School or disciplinary meeting – outcome from A-2 workshops
2. Scope and review	Review mapping Review Course Health Check data & Teaching Team Review Report Ensure previous gap analysis is adequate or additional revision needed
3. Design and develop	Program map checked and finalised including horizontal and vertical alignment of courses to program objectives and relevant outcomes (eg. AQF, Professional standards, USQ skills)
4. Implement	-
5. Evaluate	-



A-1 workshops

1 year out from accreditation

Workshop	Aims	Activities
4. Review A-2 and update course objectives	Ensured course objectives align with program outcomes	<ol style="list-style-type: none"> 1. Use program mapping to revise course alignment and check course specs 2. Review course position, identify relevant outcomes and correlative action verbs 3. Check course objectives matched to domains
5. Write course specifications	Rationale synopsis objectives topics and assessment aligned	<ol style="list-style-type: none"> 1. Write rationale and synopsis 2. Align study areas/topics with objectives and assessment. 3. Complete short course spec template using course spec checklist
6. Peer Review of Course Specs	Peer review and enhanced course specification	<ol style="list-style-type: none"> 1. Peer review and feedback on short course spec 2. Finalise long/short course spec.

Feedback



CB	AC
<p><i>This is the first time in all my years in higher ed that I have been given targeted PD to build a skill set quite specific to a role. It has really helped me to build confidence. (L&T Coord)</i></p>	<p><i>I have led many accreditation processes prior to coming to USQ but they have not been either as collaborative or as effective as the A-2/A-1 process. (L&T Coord)</i></p>
<p>I have seen...grow in her ability to deal with some tough conversations. It's practice but it is also what is happening in the AD's workshops. (HoS)</p>	<p>The documentation was often rushed and many mistakes and inconsistencies occurred – there has been real progress over the last 18 months. (AD Academic)</p>
<p><i>Having a moderator from another discipline area is really good – we bounce ideas and can give constructive critical feedback. (L&T)</i></p>	<p><i>Academics are seeing the program picture now rather than just being focused on 'their' course alone. (L&T)</i></p>

Taken from a survey with open text and two written narratives from L&T Coordinators

Q & A, reflections?



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