

Accreditation of tertiary teachers: Enabling teachers to meet the demands of a rapidly changing world or just another hoop!!!

Alison Holmes

Consultant: Ako Aotearoa, New Zealand

ajholmes51@gmail.com

Gordon Suddaby

Consultant: Ako Aotearoa, New Zealand

gtsuddab@gmail.com

Accreditation of teachers in tertiary education in recognition of the professional standards they have attained and maintain is an area of increasing interest internationally. Such schemes recognise the dual professionalism of tertiary teachers, reflect overarching teaching and learning standards, provide evidence of competence in a valid and acceptable form, encourage more informed and better quality teaching, and make available reliable and highly credible information to learners and others about teaching quality. Some of these schemes have been developed in the context of a professional body that provides ongoing support and leadership to the members. Ako Aotearoa recently commissioned the authors to explore the possibility of introducing a voluntary professional accreditation scheme for New Zealand tertiary teachers and other tertiary staff involved in supporting student learning. The objective of this showcase is to discuss the consultation process so far, to promote discussion about the establishment of such a voluntary scheme, to canvas the views of practitioners with respect to accreditation and how it might improve the professional standing of tertiary teachers in New Zealand and contribute to the enhancement of the quality of tertiary teaching across the sector. The views of key stakeholders have already been sought as to the desirability of such a scheme and on the scheme's options, design and implementation. The showcase will outline these views, update showcase participants with the progress of the consultation, and seek input into the project by inviting participants to share their practices both at institutional and national level with respect to schemes to improve the quality of teaching and learner outcomes.