

Building and sustaining a culture to support peer review of teaching

Alan Barnard

Queensland University of Technology, Brisbane, Australia
a.barnard@qut.edu.au

Robyn Nash

Queensland University of Technology, Brisbane, Australia
r.nash@qut.edu.au

Kathleen McEvoy

University of Adelaide, Adelaide, Australia
kathleen.mcevoy@adelaide.edu.au

Susan Shannon

University of Adelaide, Adelaide, Australia
susan.shannon@adelaide.edu.au

Suzanne Rochester

University of Technology, Sydney, Australia
suzanne.rochester@uts.edu.au

Cheryl Waters

University of Technology, Sydney, Australia
cheryl.waters@uts.edu.au

Susan Bolt

Curtin University, Perth, Australia
Susan.Bolt@cbs.curtin.edu.au

Carol Thorogood

Charles Darwin University, Australia
carol.thorogood@cdu.edu.au

This presentation will report on emerging results from a two phase project funded by the Australian Learning and Teaching Council (ALTC). The project was designed in partnership with five universities and aimed to embed peer review within the local teaching and learning culture by using a distributive leadership framework. The presentation will highlight research outcomes that bring together both the fundamentals of peer review of teaching with the broader contextual elements of Integration, Leadership and Development. It will be demonstrated that peer review of teaching can be implemented and have advantages for academic staff, teaching evaluation and an organisation if attention is given to strategies that influence the contexts and cultures of teaching. Peer review as a strategy to develop excellence in teaching is considered from a holistic perspective that by necessity encompasses all elements of an educational environment. Results demonstrate achievements that can be

obtained through working to foster conditions needed for sustainable leadership and change. The work has implications for policy, research, teaching development and student outcomes and has potential application world-wide. The 2 phase project collected focus group and questionnaire data to inform research results that were analysed using a thematic qualitative approach and statistical exploration. The presentation will demonstrate the effectiveness of distributive leadership and strategic approaches to working for cultural change through the presentation of project findings.